

Utah's Public Charter Schools

Annual Report
2007-2008



art created by
students at
The Salt Lake Arts Academy

Expanding
Our
Public
Education
System

Utah State Office of Education
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Patti Herrington, Ed.D.
State Superintendent of Public Instruction



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Foreword

Utah's charter schools continue to multiply in number as they focus on parent-driven governance and locally selected curriculum. The smaller school atmosphere of many charter schools is appealing to children who thrive in such an environment. As one more public school choice that parents can make in educating their children, the charter schools in Utah bring excellence to our communities.



Patti Harrington, Ed.D.
Utah State Superintendent of Public Instruction



Front row: John Pingree, Julie Adamic, Scott Smith
 Back row: Tim Beagley, Tom Morgan, Yolanda Francisco-Nez, Brian Allen (Board Chair)

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Secretary

*Board of Regents Appointments

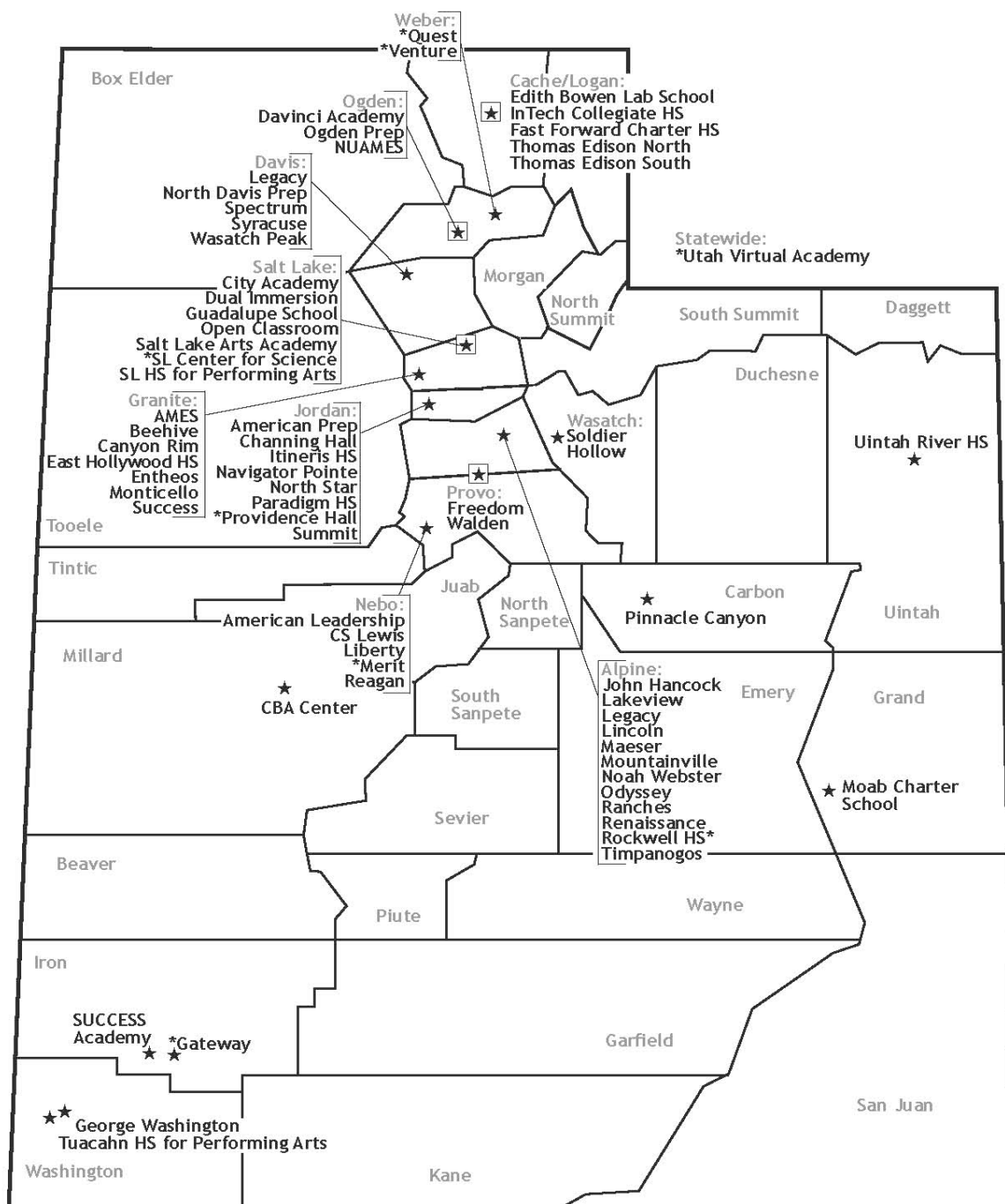
** CMAC Representative Appointment

9/3/2008

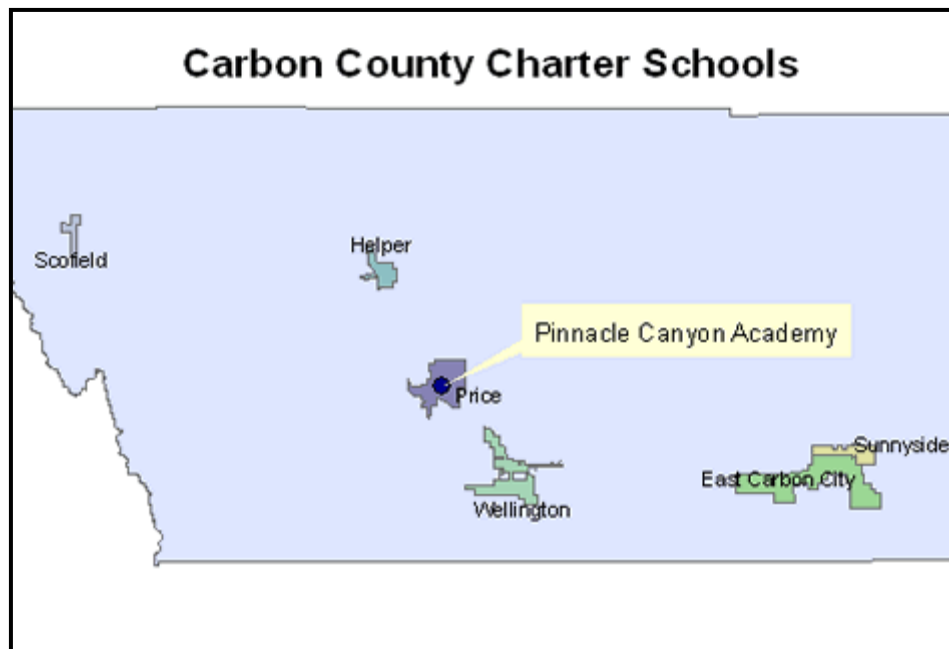
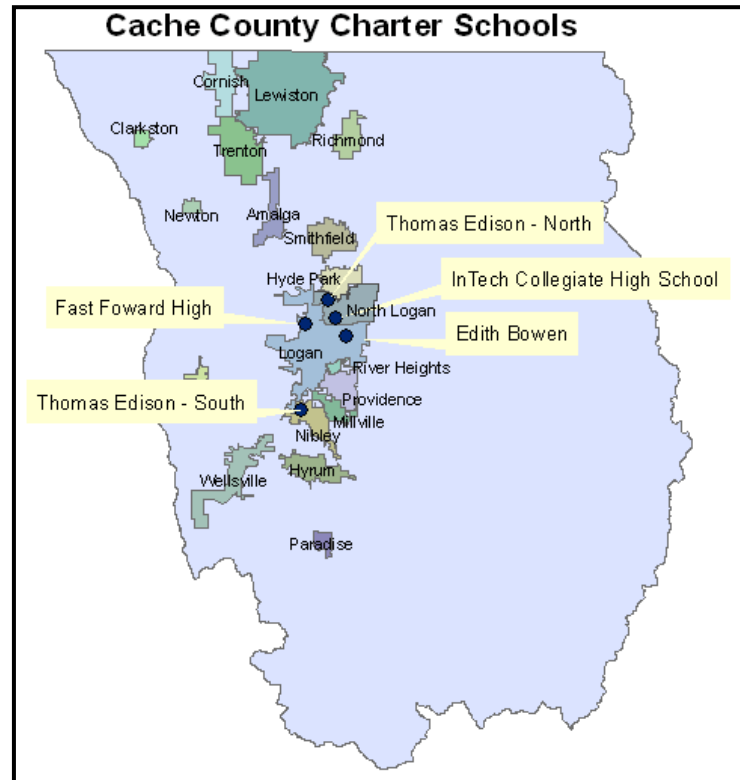
Utah's Public Charter Schools

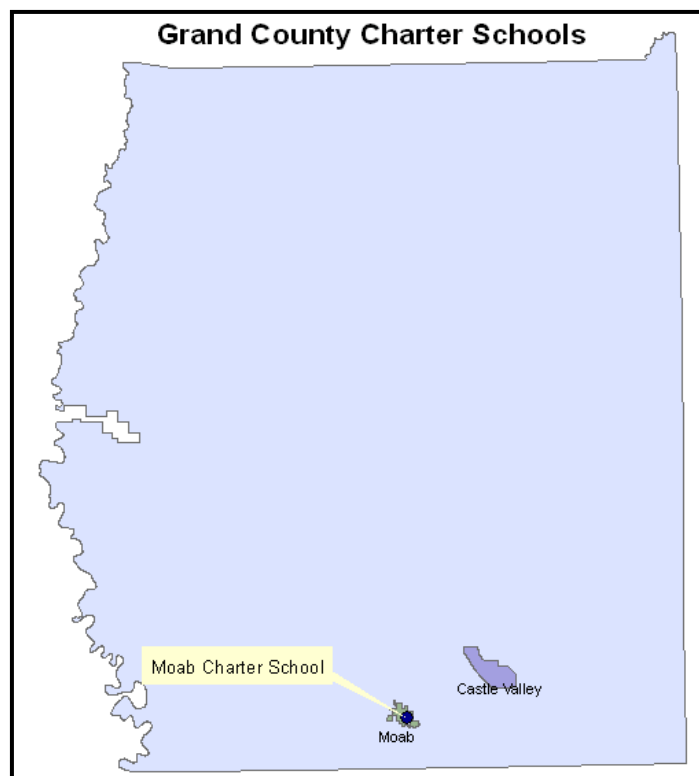
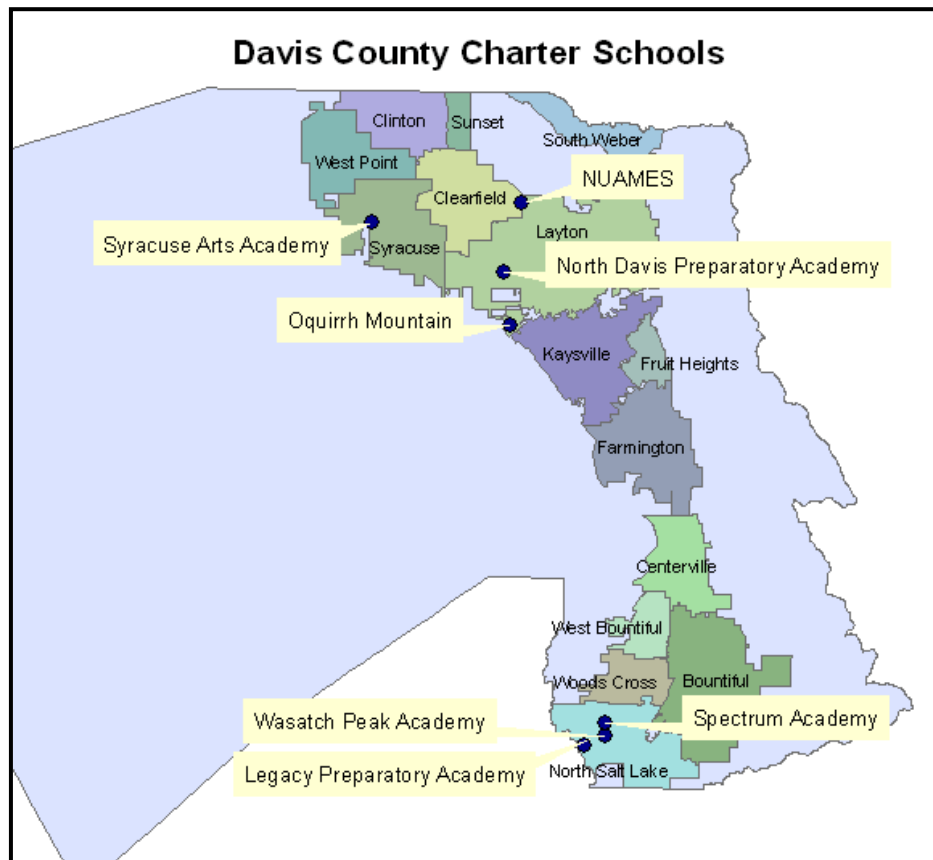
58 charter schools in operation during 2007-2008

*8 new charter schools for 2008-2009

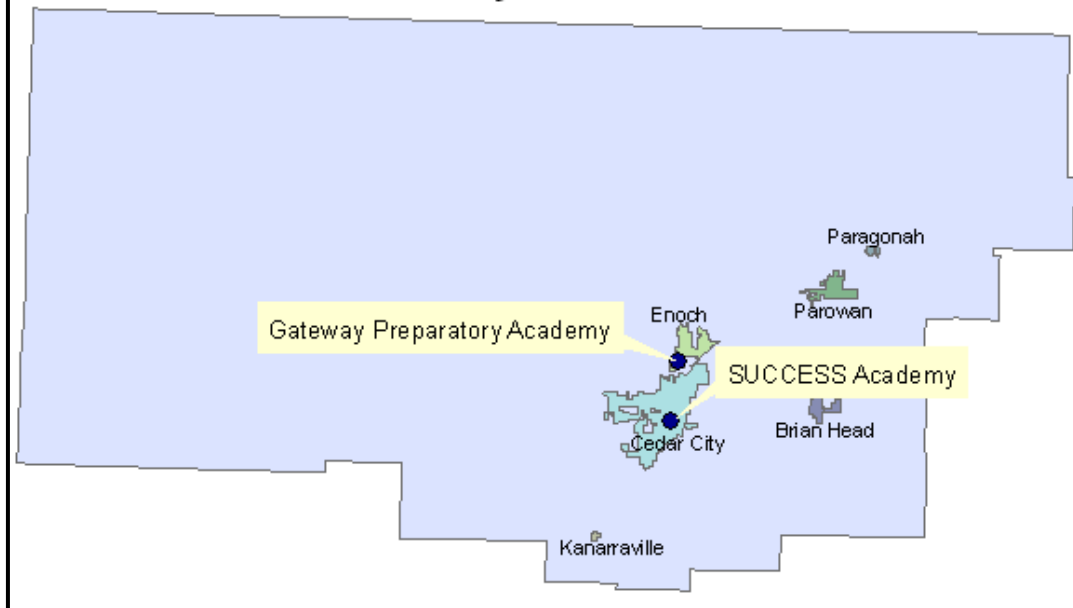


Maps of Counties with Charter Schools

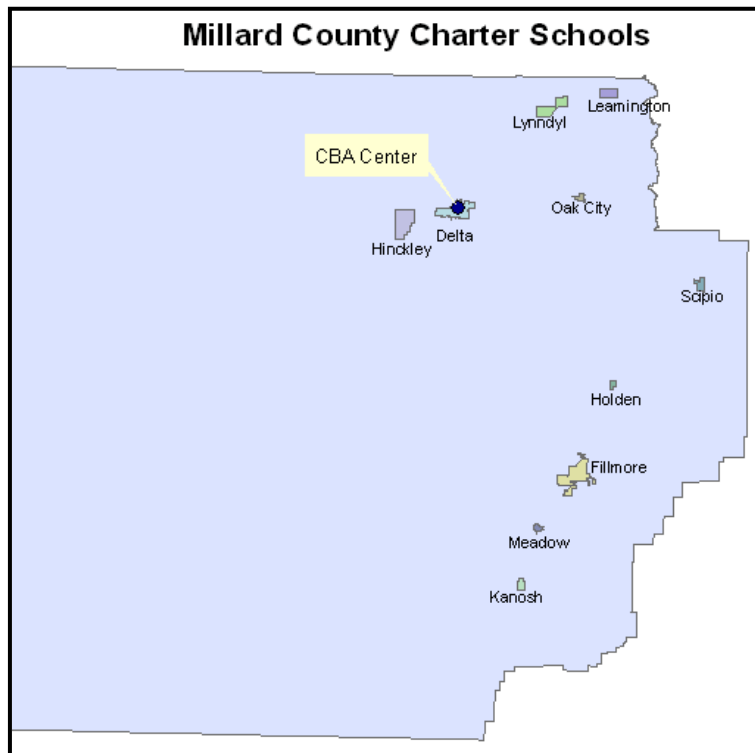




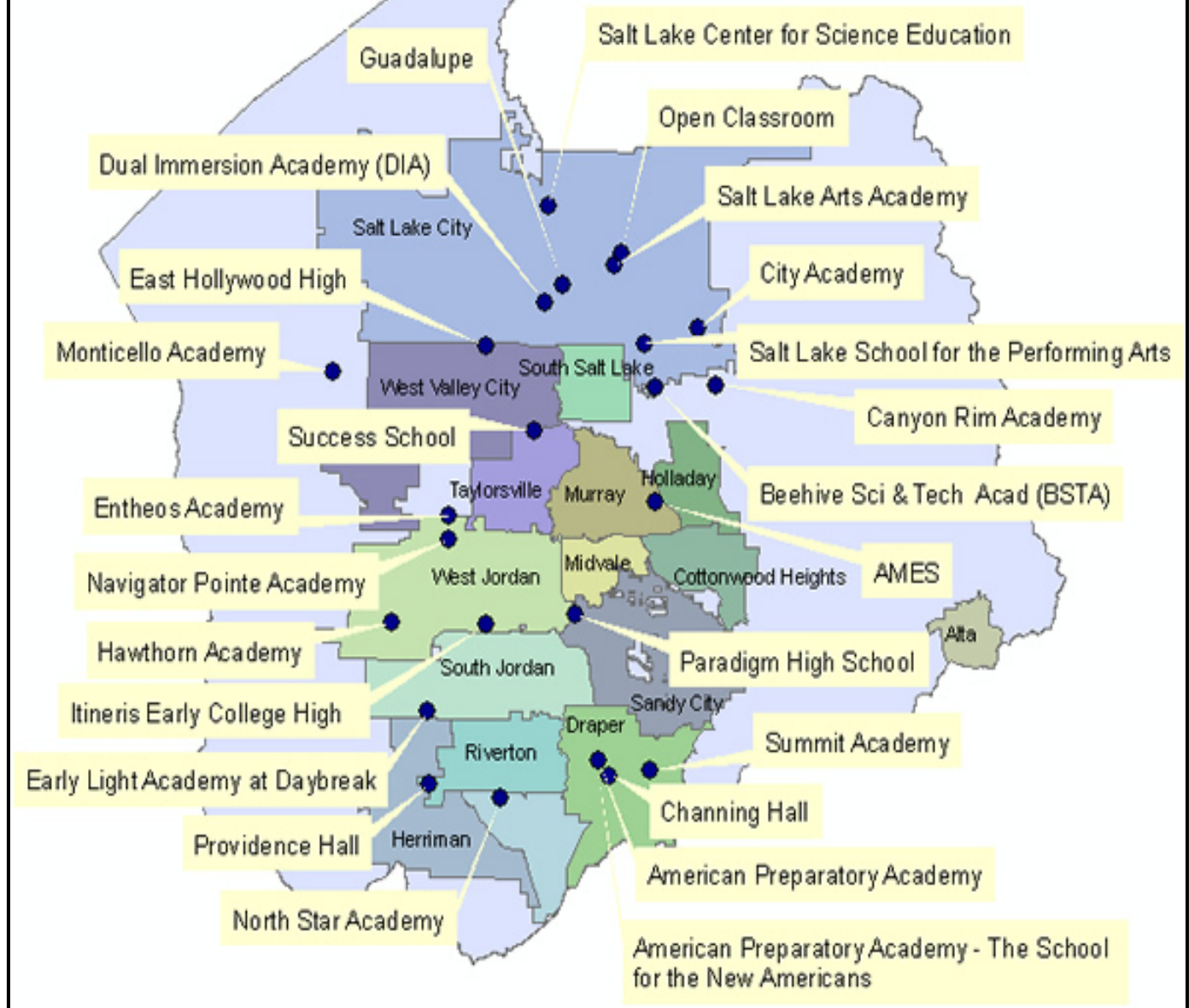
Iron County Charter Schools

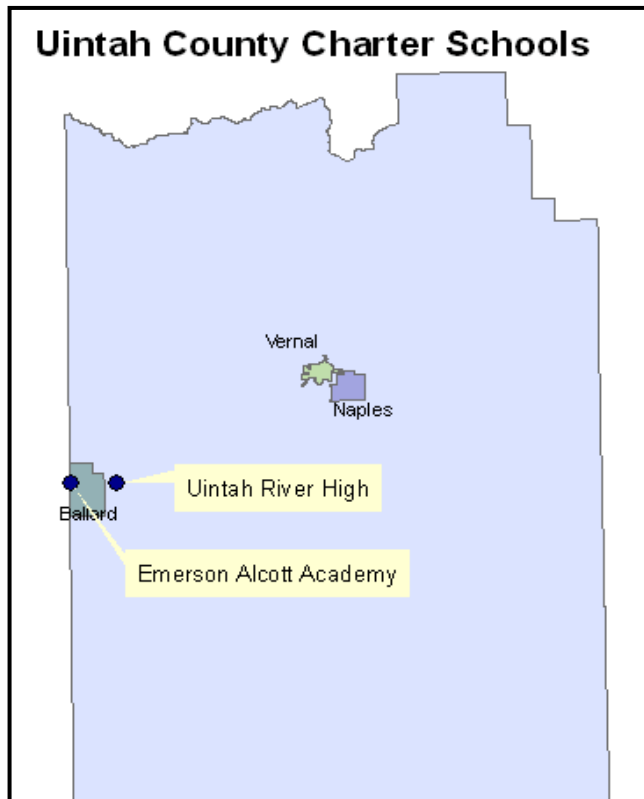
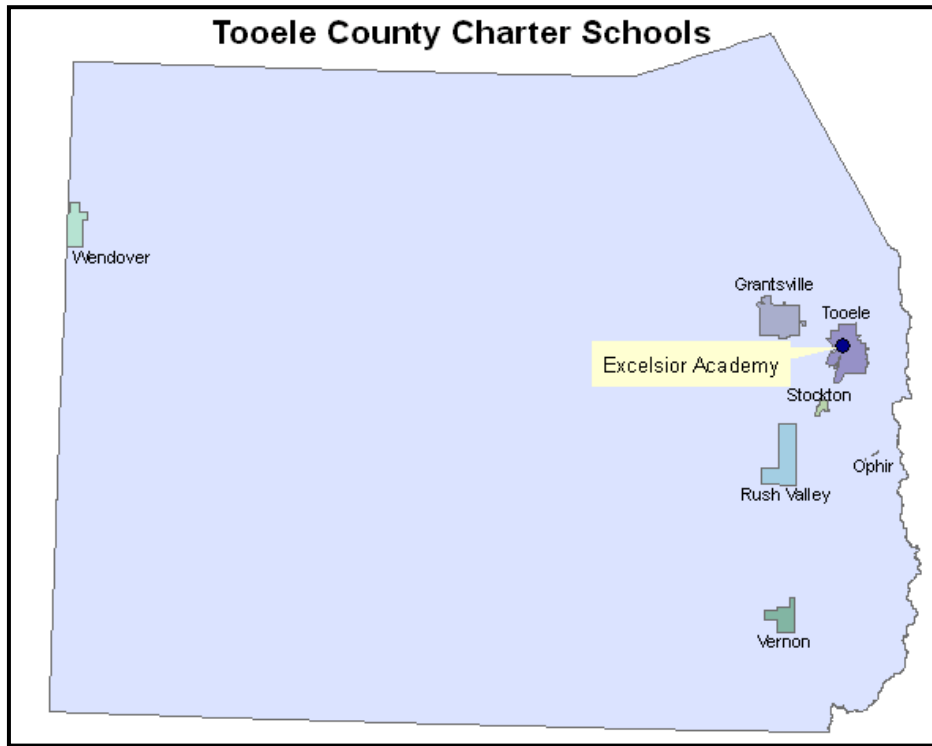


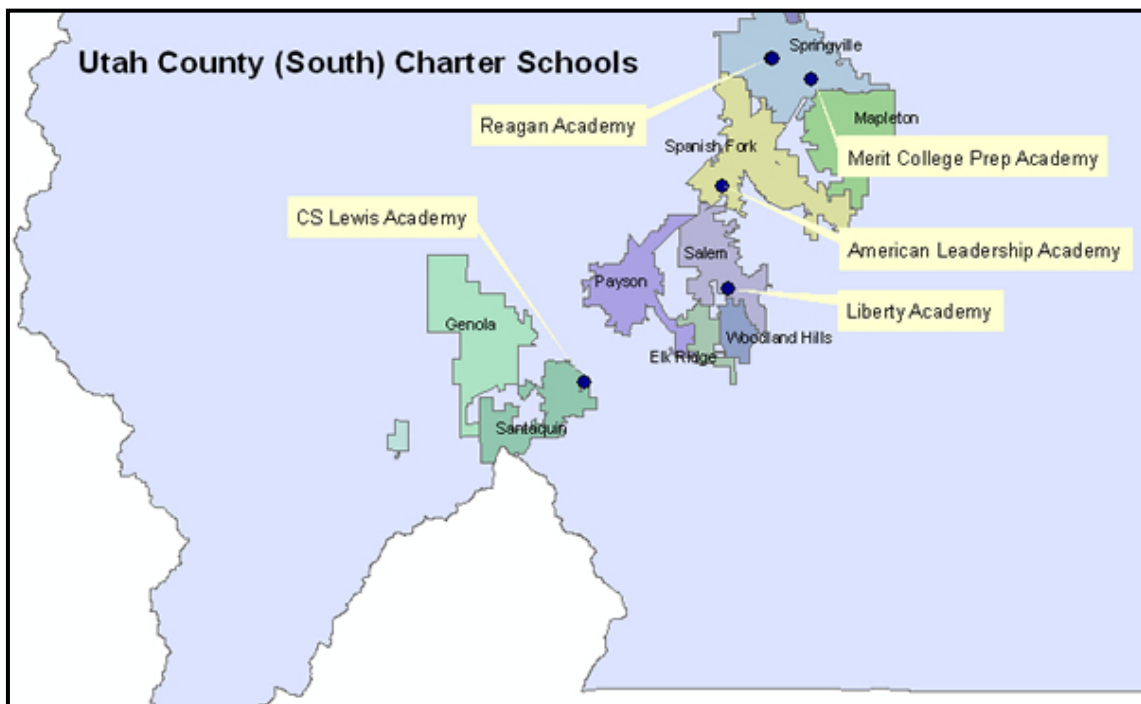
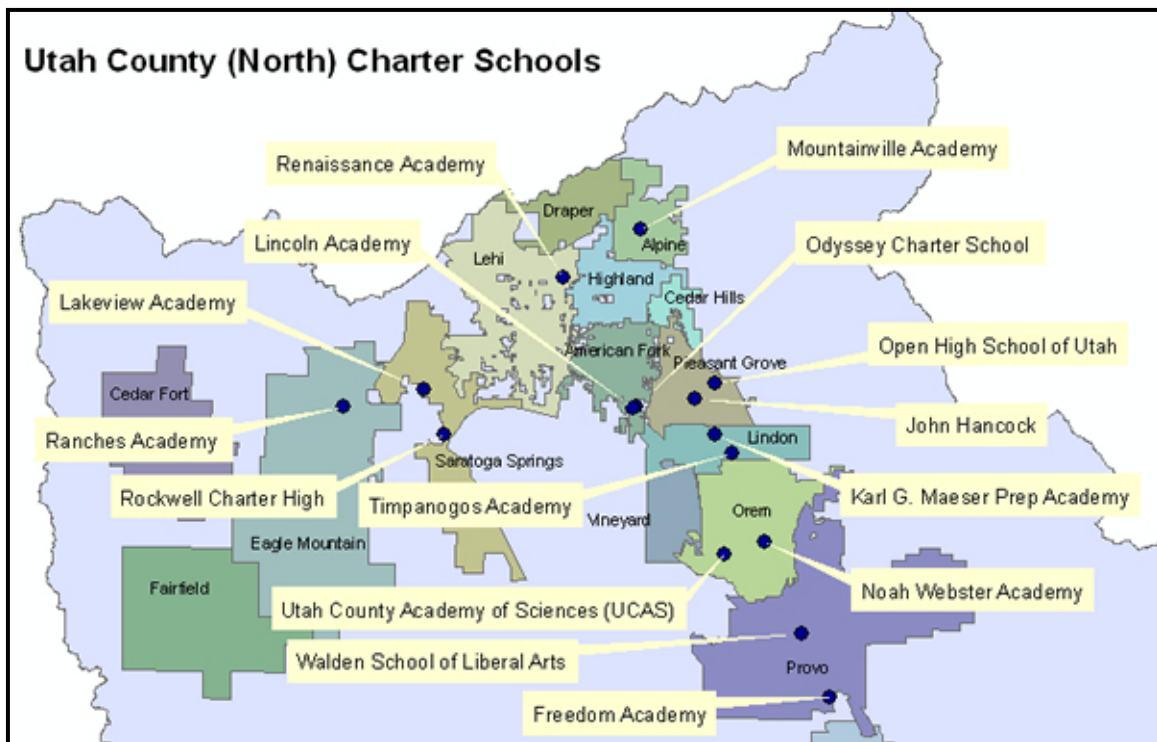
Millard County Charter Schools

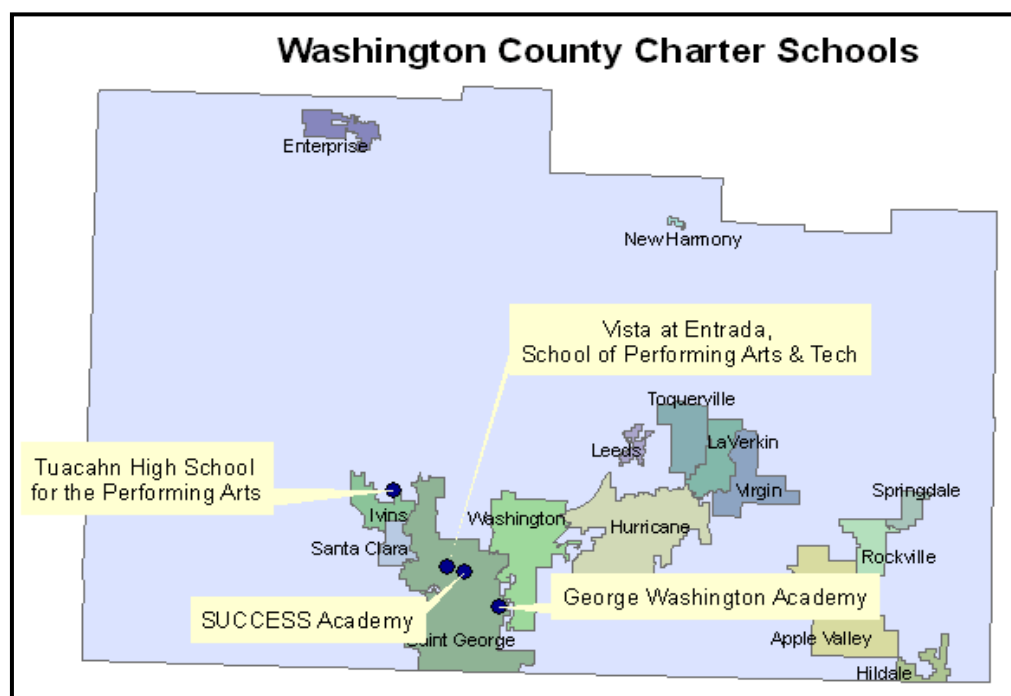
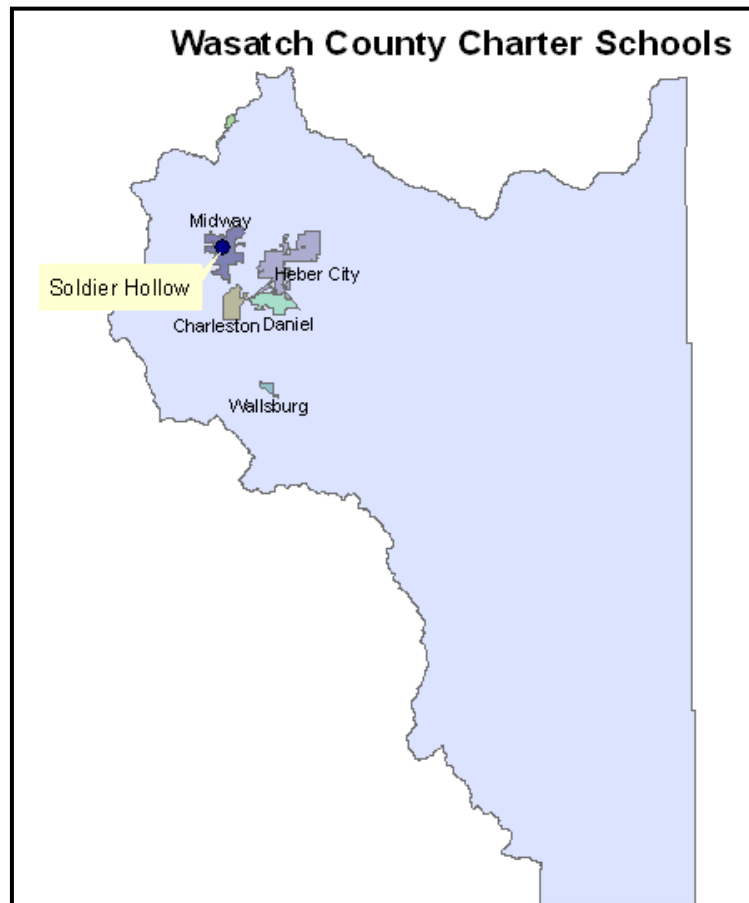


Salt Lake County Charter Schools









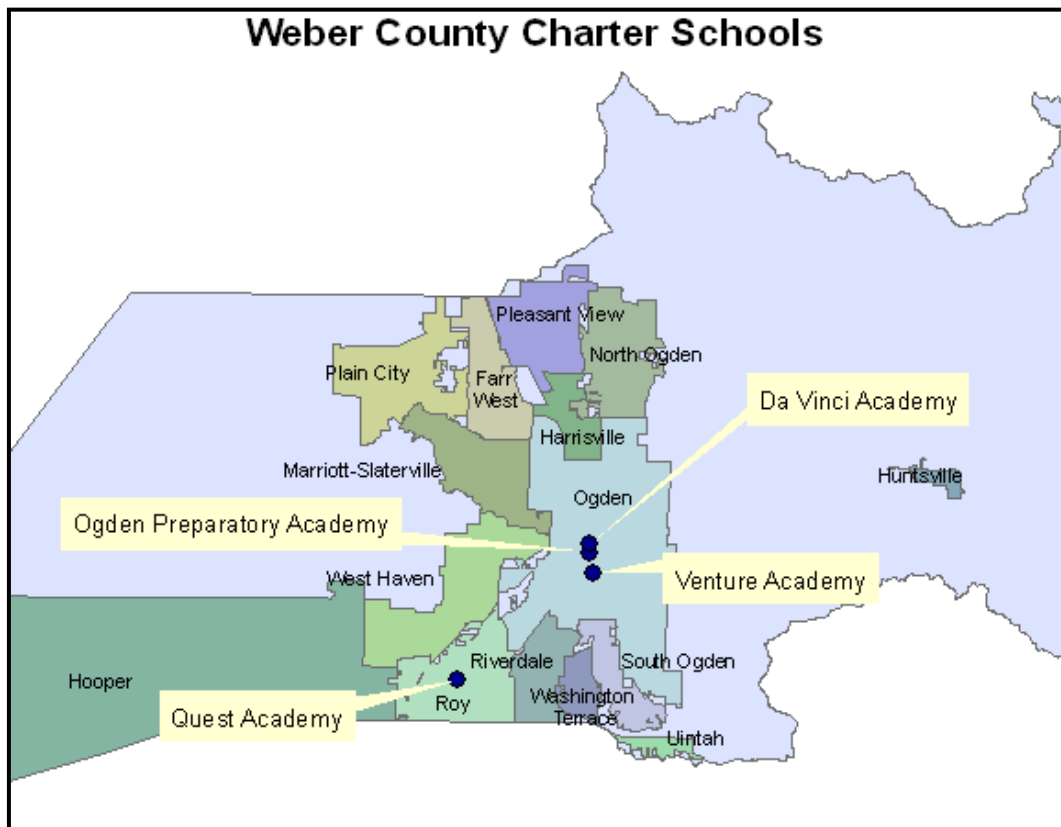


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INTRODUCTION

It is a pleasure to present to the citizens of Utah this report on the status and progress of Utah's charter schools. Since their beginnings in 1998, charter schools have offered Utah's children unique alternatives in their learning excursions. For some children, a charter school has given them a second chance to thrive in their educational pursuits. For others, their charter school has helped them pursue an academic emphasis that fits a particular interest or talent that they enjoy, thus making their education more personally relevant.

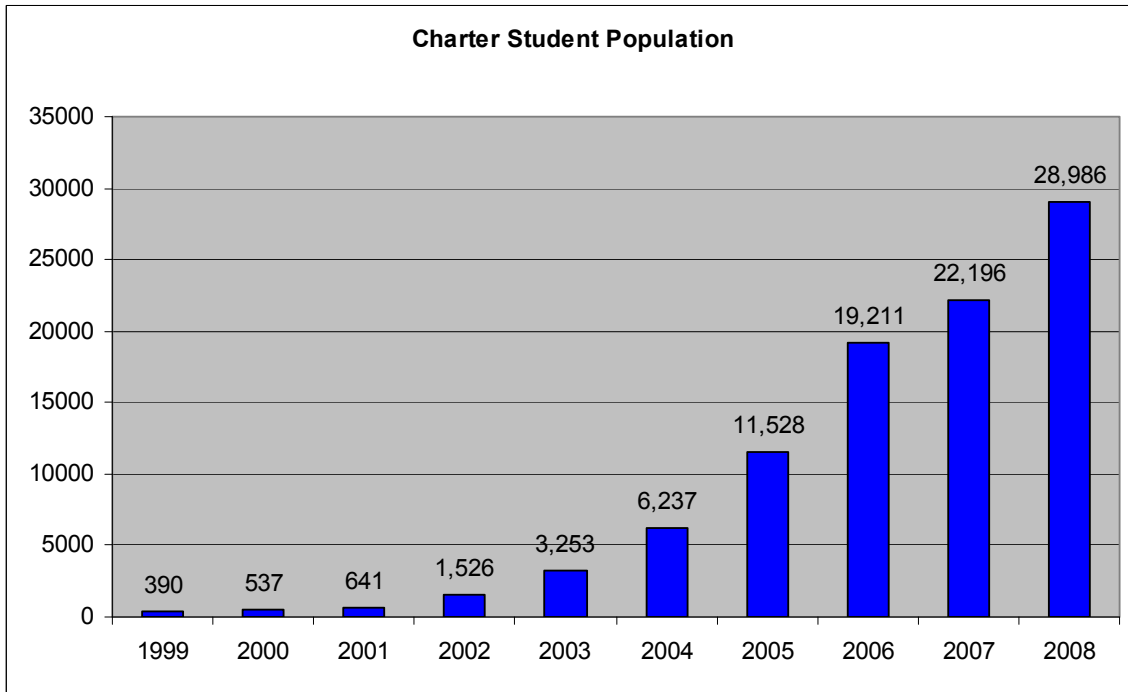
By their design, charter schools have greater levels of parental involvement, and decisions affecting the school are made at the school level by a governing board of parents and other interested individuals. State funding flows directly to each school, and the local board has full authority to determine how to prioritize the manner in which those dollars are spent. This model of site-based management often results in smaller class sizes and greater emphasis on channeling money into classroom-related programs.

Utah has a great public educational system, and charter schools are an integral part of that system. The Utah Charter School Board is committed to helping all of our charter schools achieve and maintain a high standard of excellence and offering exceptional educational alternatives to Utah students. It is an honor to work with so many students, parents, business leaders, community leaders, and educators who are committed to fostering excellence in our schools.

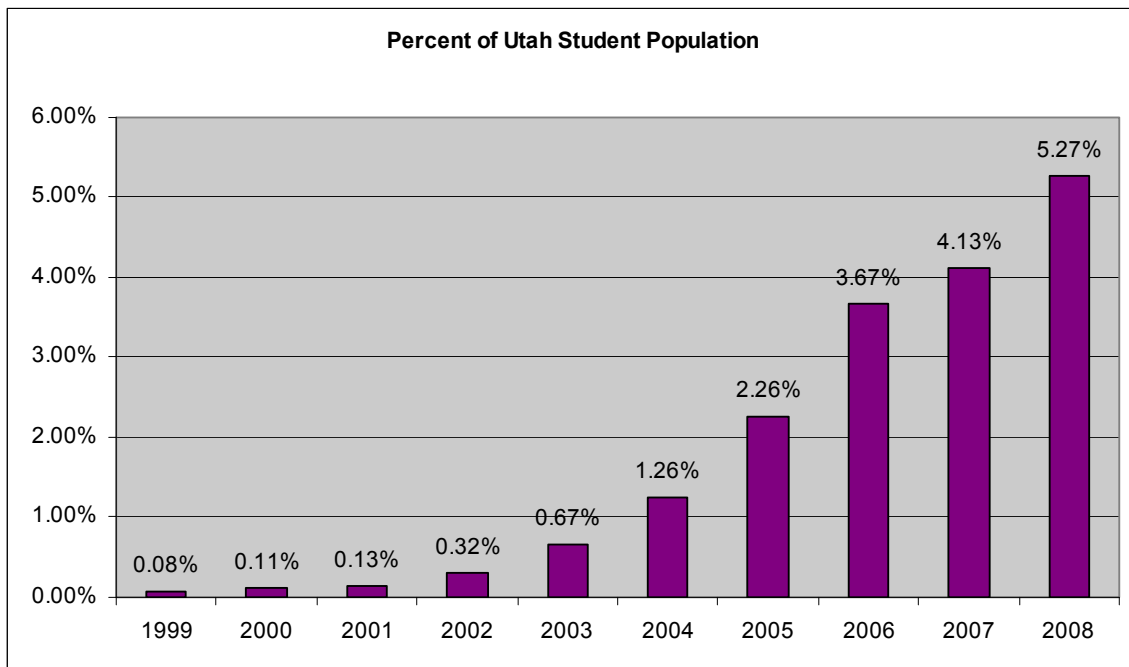
Brian Allen, Chair, State Charter School Board

THE NUMBERS

In the fall of 1999, the first six charter schools opened their doors to 390 students. Just nine years later, in the 2007-08 school year, Utah had 58 public charter schools educating 22,196 students – nearly five percent of all students in the state’s education system. Another nine schools have been chartered and opened in the fall of 2008-09.



To put this into perspective, if all charter schools and students were counted as a “charter district,” it would rank ninth largest of the 40 traditional districts in terms of numbers of students. Using this same “charter district” comparison, charters are fifth largest in terms of numbers of schools, surpassing many of the larger traditional districts.



The growth of Utah’s charter school movement has been extraordinary, a force that cannot be ignored. This rapid growth is primarily driven by one factor: a relatively small but determined subgroup of parents who are demanding alternatives to traditional public schooling. They are drawn to charter schools for a variety of reasons, but at the top of most lists is the desire for an educational experience that meets the specific needs of their children. “One size does not fit all” captures the sentiment of this parent group and other charter advocates and explains, in part, the popularity of charter schools. More than half of Utah’s charter schools could enroll more students if they had the seats available to accommodate them.

Small size and autonomy are behind a charter school’s ability to meet specific needs of students and parents. They are single-school school districts, generally smaller than traditional schools. Their educational programs and policies are overseen by a board that includes parents. These small governing bodies and the school administrators they employ are solely responsible for the design and delivery of educational programs. They have the ability and authority to make quick course corrections in their schools.

At the same time, Utah’s charter schools must meet Utah’s rigorous public education standards and are subject to the same oversight and reporting requirements as traditional schools. Just like neighborhood schools, charters are responsible for teaching the State’s Core Curriculum, employing licensed teachers, maintaining health and safety standards, administering state-mandated tests, and ensuring fiscal oversight.



MORE EDUCATIONAL OPTIONS

Utah’s charter schools, for the most part, are founded by parents and teachers who come together with a shared vision and contribute their time and energies as volunteers for at least a year, and usually more, to develop comprehensive education and business plans that meet the high standards of the State Charter School Board review process. Founders see charter schools as opportunities to implement different approaches to teaching and learning, refashion conventional forms of school community, involve teachers in the planning to a greater degree, and redefine and increase parent involvement, as well as a means to develop special programs that will serve unique populations.

All parents want the best education for their kids. It is this desire that has fueled the growth of charter schools, because each founding group selects the curriculum and educational focus that best fit its members ideas and definitions of a great school. And since each founding group makes different choices, charter schools have emerged with a broad diversity of focus in Utah.

Arts Focus	Classical Education	Environmental Focus
At-risk Students	Early College	Expeditionary Learning
Autism Spectrum Disorders	Direct Instruction	Project Based
Back to Basics	Dual Languages	Science and Technology

STATUTORY PURPOSES

When the Utah State Legislature authorized charter schools in 1998, it spelled out specific purposes for their existence in the law. This annual report demonstrates many ways in which charter schools are accomplishing these purposes by:

- ◆ Expanding school choice.
- ◆ Increasing parental involvement in school governance.
- ◆ Providing different and innovative teaching methods.
- ◆ Establishing new school models and accountability.
- ◆ Increasing opportunities for teachers to design and implement programs.
- ◆ Improving student learning.

Utah's public charter schools exist because they are meeting one or more of these statutory purposes. Moreover, charter schools stay in existence because they meet accountability plans that are regularly reviewed to ensure that they continue to accomplish the goals and objectives outlined in their charter – the binding agreement between the State Charter School Board and individual charter school boards.

TO THE FUTURE

Charter schools have been created to enhance Utah's public education system primarily by providing alternative educational environments and increasing the ability of parents to find "best fits" for their children. Incorporating charters into our public education system has been a challenging process. Finding the proper balance between autonomy and oversight, securing funding parity, establishing charters in underserved neighborhoods, resolving facilities obstacles, bridging the transportation divide, and delivering appropriate technical assistance are areas that are continually being fine tuned.

Charters are a new idea and a significant change for Utah's public schools. The state's still-young charter movement has ardent supporters and avid critics, all of whom are watching charter school evolution closely. As the charter movement and individual charter schools mature, they must demonstrate educational excellence and improved student outcomes through the fulfillment of the goals and objectives of their charters. As more parents and students are drawn to a growing number of charter schools, we cannot help but expand the ways we think about and deliver a free public education to our children.



Table 1: Student Demographics for 2007-08

	2007-08 CHARTER SCHOOLS	SCHOOL DISTRICT	GRADES SERVED	YEAR OPEN	ENROLL- MENT	ETHNIC MINORITY	ECONOM DISADVANT	DISADVANT MINORITY	SPECIAL EDUCATION
1	Acad. for Math, Engineering, & Science	Granite	9-12	2003	430	45.35%	44.88%	29.07%	4.99%
2	American Leadership Academy	Nebo	K-12	2005	1429	11.97%	22.46%	5.18%	12.40%
3	American Preparatory Academy	Jordan	K-9	2003	538	5.02%	0.00%	0.00%	5.95%
4	Beehive Science & Technology Acad.	Granite	7-10	2005	141	19.86%	17.02%	1.42%	7.92%
5	Canyon Rim Academy	Granite	K-6	2007	451	12.20%	17.29%	4.66%	2.92%
6	CBA Center	Millard	6-12	1999	28	35.71%	75.00%	28.57%	24.11%
7	Channing Hall	Jordan	K-8	2006	637	5.97%	7.38%	0.47%	7.23%
8	City Academy	Salt Lake	7-12	2000	149	25.50%	32.21%	12.75%	16.32%
9	CS Lewis Academy	Nebo	K-6	2007	190	15.26%	0.00%	0.00%	11.58%
10	DaVinci Academy of Science & the Arts	Ogden/Weber	9-12	2004	281	17.44%	40.93%	11.39%	14.74%
11	Dual Immersion Academy	Salt Lake	K-6	2007	346	83.53%	68.21%	64.74%	0.49%
12	East Hollywood High School	Granite	9-12	2004	314	21.66%	19.75%	7.64%	12.48%
13	Edith Bowen Laboratory School	Logan	K-5	2007	300	17.67%	27.33%	7.00%	9.09%
14	Entheos Academy	Granite	K-8	2006	480	16.04%	32.29%	7.71%	10.48%
15	Fast Forward Charter High School	Logan	9-12	2003	206	13.59%	10.68%	1.46%	18.98%
16	Freedom Academy	Provo	K-8	2003	648	29.63%	45.99%	17.75%	9.48%
17	George Washington Academy	Washington	K-8	2006	464	4.96%	14.87%	1.29%	8.65%
18	Guadalupe Charter School	Salt Lake	K-3	2007	93	94.62%	90.32%	84.95%	7.42%
19	InTech Collegiate High School	Cache	9-12	2006	131	16.03%	22.90%	8.40%	5.52%
20	Itineris Early College High School	Jordan	11-12	2004	203	18.23%	9.36%	4.93%	0.05%
21	John Hancock Charter School	Alpine	K-8	2002	180	13.89%	28.89%	7.22%	15.72%
22	Karl G Maeser Preparatory Academy	Alpine	9-12	2007	161	8.70%	10.56%	0.62%	4.41%
23	Lakeview Academy	Alpine	K-9	2006	709	9.87%	23.84%	3.10%	10.61%
24	Legacy Preparatory Academy	Davis	K-9	2006	499	8.22%	16.03%	3.41%	7.25%
25	Liberty Academy	Nebo	K-12	2006	292	5.82%	0.00%	0.00%	9.93%
26	Lincoln Academy	Alpine	K-9	2005	542	6.27%	2.77%	0.00%	9.05%
27	Moab Charter School	Grand	K-7	2004	39	28.21%	69.23%	28.21%	24.85%
28	Monticello Academy	Granite	K-8	2006	749	16.42%	23.77%	5.87%	4.97%
29	Mountainville Academy	Alpine	K-8	2006	676	10.50%	6.95%	1.48%	9.18%
30	Navigator Pointe Academy	Jordan	K-9	2005	501	11.18%	17.56%	3.99%	9.82%
31	Noah Webster Academy	Alpine	K-6	2006	513	17.15%	26.32%	7.41%	7.46%
32	North Davis Preparatory Academy	Davis	K-6	2004	502	15.14%	25.10%	4.78%	7.82%
33	North Star Academy	Jordan	K-9	2005	328	6.10%	14.02%	0.91%	12.85%
34	No. Utah Acad. For Math Engineering	Ogd/Web/Dav	9-12	2004	500	13.80%	15.40%	4.20%	1.03%
35	Odyssey Charter School	Alpine	K-8	2005	440	10.91%	21.82%	2.95%	5.96%
36	Ogden Preparatory Academy	Ogden	K-9	2003	565	28.67%	43.72%	19.29%	11.58%
37	Open Classroom Charter School	Salt Lake	K-8	2007	309	11.33%	3.56%	0.65%	8.10%
38	Paradigm High School	Jordan	9-12	2006	219	10.50%	35.62%	5.02%	4.27%
39	Pinnacle Canyon Academy	Carbon	K-12	1999	422	14.93%	51.18%	8.06%	22.63%
40	Renaissance Academy	Alpine	K-8	2006	613	9.95%	9.30%	1.79%	6.05%
41	Ronald Reagan Academy	Nebo	K-8	2005	675	11.56%	30.67%	5.93%	13.08%
42	Salt Lake Arts Academy	Salt Lake	5-8	2003	245	16.33%	11.43%	3.27%	8.62%
43	Salt Lake H. S. for the Performing Arts	Salt Lake	9-12	2006	109	7.34%	11.01%	0.92%	5.61%
44	Soldier Hollow Charter School	Wasatch	K-8	1999	143	5.59%	34.27%	2.80%	14.92%
45	Spectrum Academy	Davis	K-8	2006	143	4.20%	35.66%	0.00%	87.66%
46	SUCCESS Academy	Iron	9-12	2005	268	7.84%	13.81%	2.61%	0.80%
47	Success School	Granite	7-12	1999	49	53.06%	10.20%	4.08%	14.49%
48	Summit Academy	Jordan	K-7	2004	855	3.63%	0.00%	0.00%	6.43%
49	Syracuse Arts Academy	Davis	K-6	2006	529	7.94%	16.26%	1.51%	6.46%
50	The Ranches Academy	Alpine	K-8	2004	390	6.92%	10.77%	2.31%	9.00%
51	Thomas Edison Charter School – North	Cache	K-8	2002	405	11.85%	0.00%	0.00%	11.11%
52	Thomas Edison Charter School – South	Cache	K-8	2005	437	13.96%	0.00%	0.00%	10.53%
53	Timpanogos Academy	Alpine	K-8	2002	477	16.14%	0.00%	0.00%	5.87%
54	Tuacahn HS For The Performing Arts	Washington	9-12	1999	249	8.84%	0.00%	0.00%	5.62%
55	Uintah River High School	Uintah	9-12	1999	62	80.65%	90.32%	27.42%	1.46%
56	Utah County Academy Of Science	Alpine	10-12	2005	332	18.37%	8.73%	8.43%	2.13%
57	Walden School Of Liberal Arts	Provo	K-12	2004	263	10.65%	49.05%	4.56%	5.89%
58	Wasatch Peak Academy	Davis	K-6	2005	347	27.67%	19.02%	8.07%	7.26%
	Charter Totals / Averages				22,196	18.63%	23.89%	8.28%	10.37%
	District Totals / Averages				515,457	16.46%	38.62%	12.04%	10.93%

*For school community locations, visit the charter schools website at: <http://www.schools.utah.gov/charterschools/map.htm>.

Data compiled from USOE Year-End Clearinghouse Reports

Charter School Distribution by School District, 2007-08

DISTRICT	STUDENTS	GRADES	COMMUNITY	OPENED	AVG. CLASS SIZE
Alpine District					
John Hancock Charter School	180	K-8	Pleasant Grove	2002	20
Karl G Maeser Preparatory Academy	161	9-12	Lindon	2007	25
Lakeview Academy	709	K-9	Saratoga Springs	2006	25
Lincoln Academy	542	K-9	Pleasant Grove	2005	25
Mountainville Academy	676	K-8	Alpine	2006	25
Noah Webster Academy	500	K-6	Orem	2006	25
Odyssey Charter School	440	K-8	American Fork	2005	24
Renaissance Academy	613	K-8	Lehi	2006	25
The Ranches Academy	390	K-8	Eagle Mountain	2004	25
Timpanogos Academy	477	K-8	Lindon	2002	25
Utah County Academy of Sciences	332	10-12	Orem	2005	25
Cache District					
InTech Collegiate High School	131	9-12	North Logan	2006	25
Thomas Edison Charter School—North	405	K-8	North Logan	2002	25
Thomas Edison Charter School—South	437	K-8	Nibley	2005	25
Carbon District					
Pinnacle Canyon Academy	422	K-12	Price	1999	20
Davis District					
Legacy Preparatory Academy	499	K-9	North Salt Lake	2006	25
North Davis Preparatory Academy	513	K-6	Layton	2004	25
Spectrum Academy	143	K-8	North Salt Lake	2006	14
Syracuse Arts Academy	529	K-6	Syracuse	2006	25
Wasatch Peak Academy	347	K-6	North Salt Lake	2005	24
Grand District					
Moab Charter School	39	K-7	Moab	2004	15
Granite District					
Acad. for Math, Engineering, & Science	430	9-12	Salt Lake City	2003	18
Beehive Science & Tech. Academy	141	7-10	Salt Lake City	2005	21
Canyon Rim Academy	451	K-6	Salt Lake City	2007	25
East Hollywood High School	314	9-12	Salt Lake City	2004	23
Entheos Academy	480	K-8	Kearns	2006	25
Monticello Academy	749	K-8	West Valley City	2006	25
Success Charter School	49	7-12	Taylorsville	1999	10
Iron District					
SUCCESS Academy	268	9-12	Cedar City	2005	20
Jordan District					
American Preparatory Academy	538	K-9	Draper	2003	25
Channing Hall	637	K-8	Draper	2006	21
Itineris Early College High School	203	11-12	West Jordan	2004	24
Navigator Pointe Academy	501	K-9	Draper	2005	25
North Star Academy	328	K-9	Riverton	2005	25
Paradigm High School	219	9-12	Riverton	2006	20
Summit Academy	855	K-7	Sandy	2004	23
Logan District					
Edith Bowen Laboratory School	300	K-5	Logan	2007	25
Fast Forward Charter High School	206	9-12	Logan	2002	17
Millard District					
CBA Center	28	6-12	Delta	1999	15



DISTRICT	STUDENTS	GRADES	COMMUNITY	OPENED	AVG. CLASS SIZE
Nebo District					
American Leadership Academy	1,429	K-12	Spanish Fork	2005	22
C.S. Lewis Academy	190	K-6	Santaquin	2007	18
Liberty Academy	292	K-12	Salem/Payson	2006	22
Ronald Reagan Academy	675	K-8	Springville	2005	25
Ogden/Weber Districts					
DaVinci Academy of Science & the Arts	281	9-12	Ogden	2004	12
No. Utah Acad. For Math Engineering	500	9-12	Layton	2004	16
Ogden Preparatory Academy	565	K-9	Ogden	2003	25
Provo District					
Freedom Academy	648	K-8	Provo	2003	24
Walden School of Liberal Arts	263	K-12	Provo	2004	20
Salt Lake District					
City Academy	149	7-12	Salt Lake City	2000	10
Dual Immersion Academy	346	K-6	Salt Lake City	2007	25
Guadalupe Charter School	93	K-3	Salt Lake City	2007	25
Open Classroom Charter School	309	K-8	Salt Lake City	2007	13
Salt Lake Arts Academy	245	5-8	Salt Lake City	2003	18
Salt Lake H. S. for the Performing Arts	109	9-12	Salt Lake City	2006	20
Uintah District					
Uintah River High School	62	9-12	Ft. Duchesne	1999	12
Wasatch District					
Soldier Hollow Charter School	143	K-8	Midway	1999	20
Washington District					
George Washington Academy	464	K-8	Saint George	2006	25
Tuacahn H. S. for the Performing Arts	249	9-12	Ivins	1999	20

FAST FACTS ABOUT UTAH'S PUBLIC CHARTER SCHOOLS

What is a charter school? A charter school is a public school created by a group of parents, teachers, or community leaders who see an educational need in their community and want to meet that need. To operate, charter founders must submit an application for approval by the State Charter School Board or the board of a school district. Like other public schools, charter schools serve students from kindergarten through the 12th grade.

How many charter schools are there in Utah and the U.S.? During the 2006-07 school year, 51 public charter schools are operating in Utah, serving 19,211 students. Nationwide, there are over one million students attending more than 4,000 charter schools in 40 states and the District of Columbia. Nationally, the number of students attending charter schools is growing annually by about 15 percent.

What is the purpose of charter schools? Charter schools offer parents and students additional choices about where students attend school and the school's curricular emphasis. They allow educators freedom to try new strategies to inspire students and to experiment with innovative ways of educating students. Also, charter schools allow individuals and organizations outside of the traditional educational system to create and run public schools.

Are charter school private schools? No. Charter schools are public schools. They must function like every other public school in Utah; they must meet all of the same standards and comply with all of the same laws.

Can charter schools be religion-based? No. As with every public school in Utah, a charter school program cannot be affiliated with or restricted to a particular religion. Curriculum, admission policies and employment practices must all be nonsectarian. Like all public schools, charters cannot discriminate against students based on economic status, religion, race, disability, gender, or national origin.

Are teachers in charter schools certified? Yes. Charter school teachers follow the same licensing requirements as all public school teachers in Utah.

Do charter schools charge tuition? No, they do not charge tuition. Like all public schools, charter schools are funded by taxpayers and are free to students and their parents. In Utah, all public schools may charge fees to secondary students (7th-12th grades).

Do charter schools teach the state's Core Curriculum? Yes. Charter schools must meet the same Core Curriculum requirements as all Utah public schools.

Do all charter schools require uniforms? No. Like traditional public schools, some do and some do not require uniforms. Almost all charter schools, like other public schools, have dress codes.

Do I have to live within a certain area to attend a charter school? No. Charter schools do not have boundaries. Any Utah student may attend any charter school. If student applications exceed a charter school's maximum enrollment, the school must conduct a lottery to determine which students may enroll. Since charter schools do not have bus fleets for transporting students, parents are responsible for transportation at almost every charter school.

Are students at charter schools assessed for academic performance? Yes. Students attending charter schools must participate in the same testing as every other public school student. Results are published by the Utah State Office of Education and available from individual charter school administrators.

Who pays to operate charter schools in Utah? On the whole, charter schools are funded much like traditional districts—with taxpayer dollars. They receive both state and federal funding. Charter schools must meet the same record-keeping and reporting requirements as traditional school districts.

How are charter schools governed? Charter schools have their own governing boards and most operate independently of local school districts. The Utah State Board of Education and the State Charter School Board have oversight responsibility for charter schools and annually review the progress of every charter school.

May a charter school limit its enrollment to certain students? No. A charter school may specify in its charter that it has a certain mission and/or instructional focus it wishes to emphasize, but as part of the public education system the school must be open to all students, without discrimination, on the same basis as other public schools. If the number of students applying for a charter school exceeds the capacity of the school, classes, or grade levels within the school, then students to be admitted are chosen at random from among the applicants in what is commonly referred to as a lottery.

Are high school charter schools required to be accredited? Yes. In the State of Utah, by law all public schools granting high school credit are required to be accredited by the Northwest Association of Accredited Schools.

Do charter schools provide services for special student populations? Yes. As public schools, charter schools must meet all state and federal laws in supporting students with disabilities, limited English proficiency, socioeconomic disadvantages, and other special needs.



ACADEMY FOR MATH, ENGINEERING & SCIENCE (AMES)

5715 South 1300 East, Salt Lake City, UT 84121

www.ames-slc.org

801-278-9460

Director: Al Church, Ed.D.

Rep. Carol Spackman Moss

U-PASS: Yes

Sen. Patricia W. Jones

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2003

Number of students: 430

Grades served: 9-12

Number of teachers: 25

Average classroom size: 18

Number of volunteer hours: 500



AMES Skunkworks gets a facelift

MISSION: To prepare a diverse student body for success in college or other post-secondary education.

GOALS/PROGRESS: (1) Increase number of underserved students in a rigorous, early college high school curriculum. Eighty-one percent (81%) of students received college credit, with 11 credits average. (2) Increase student exposure to multiple careers. Students complete internships, compete in Science Fair, and attend UU events. (3) Support academic success. Tutors, Title I staff, Saturday school, and Gear-up support students.

LEARNING OPPORTUNITIES: Students have internships, and are offered small-group, seminar, and problem-based instruction. Students attend AP world geography (grade 9), AP psychology, AP history (grade 11), and UU chemistry, math, and English. Students also attend UU lectures and events (e.g., Future Doctors, multicultural workshops).

ACCOUNTABILITY: A climate conference is held annually where parents attend school and complete surveys. AMES conducts all state-mandated tests, with a focus on the ACT assessments (grades 9, 10, 11). AMES is NWAA accredited.

INNOVATIVE TEACHING: College classes are offered. Teachers use differentiated instruction and layered curriculum. Seniors complete portfolios and 11th-grade students complete internships. Students have tutors and Title I support staff. Our staff is committed to a focus on literacy, especially reading, our school-wide goal.

TEACHERS' INVOLVEMENT: Teachers attend weekly faculty and professional development meetings. AMES strongly supports teacher training at conferences and workshops. Co-curricular clubs and advisories offer positive student contact.

PARENTS' INVOLVEMENT: The PTSO (with 50 percent involvement of parents) offers strong support. Two members are elected to the AMES Board. An annual fundraiser is held. Parents attend classes for the climate conference and a guest lecture series. Annual meetings are held for families of graduating seniors.

IMPACT: AMES scores are consistently above state average. Seventy-six (76) of an entering class of 91 graduated from AMES. A total of 81 students earned UU credit, for savings of \$409, 614. College scholarships totaled \$1.4 million. AMES is a Title I school with 42 percent minority students.

SUCCESSIONS: Two students are National Merit Finalists. Seventy (70) percent of students have been accepted into a four-year college, one is entering the military, and three are attending technical schools.

AMERICAN LEADERSHIP ACADEMY

898 West 1100 South, Spanish Fork, UT 84663
www.americanleadership.net 801-794-2226
Director: Rob Muhlestein
Rep. Michael Morley Sen. Mark Madsen
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005
Number of students: 1,429
Grades served: K-12
Number of teachers: 70
Average classroom size: 22
Number of volunteer hours: 12,486



American Leadership Academy

MISSION: The mission of American Leadership Academy Charter School is to empower families and support students in grades K-12 to meet and exceed rigorous academic standards, promote lifelong learning skills, and advocate the belief that parental involvement and partnership is critical to student success.

GOALS/PROGRESS: Through the accreditation process, the school has focused on the following desired results for student learning (DRSLs). Students should become (1) responsible citizens, (2) effective communicators, and (3) lifelong learners.

LEARNING OPPORTUNITIES: A.L.A. uses Core Knowledge and Saxon Math as a framework for our K-8 grades. The school requires four years of math, English, history, and science in grades 9-12. In addition, there are optional specialized classes in the fine arts, technology, P.E., and languages.

ACCOUNTABILITY: Academically, our students need to achieve competency at A.L.A. Our grading scale in the upper grades reflects that philosophy with A, B, C, and F in our 7-12 grades.

INNOVATIVE TEACHING: A.L.A. has introduced the concept of optional core subjects from a variety of perspectives. For example, using the State Core as a foundation, teachers have offered English and history classes from fine arts, sports, and business perspectives. Our goal is to focus on individualizing education for each student.

TEACHERS' INVOLVEMENT: From its accreditation report, A.L.A. received the following commendation: "The entire staff of A.L.A. is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team."

PARENTS' INVOLVEMENT: Parents have responded with many hours of support for the school. In addition, many parents were involved in the accreditation process.

IMPACT: A.L.A. students have had the opportunity to succeed academically. In addition, through many opportunities to lead, students have learned to serve each other and their community, state, nation, and world.

SUCCESSSES: A.L.A. worked with the Accreditation Visiting Team from the Northwest Association of Accredited Schools to improve its academic and leadership goals. The school achieved a six-year status of accreditation, with a visit in three years.

AMERICAN PREPARATORY ACADEMY

12892 South Pony Express Road, Draper, UT 84020

www.americanprep.org

801-553-8500

Director: Carolyn Sharette

Rep. Todd Kiser

Sen. Howard Stephenson

U-PASS: Yes

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2003

Number of students: 538

Grades served: K-9

Number of teachers: 22

Average classroom size: 25

Number of volunteer hours: 10,000



American Preparatory Academy of Draper

MISSION: To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

GOALS/PROGRESS: Goals this year focused on continuing student academic achievement and continuing to attain high levels of parent satisfaction. Ninety-eight (98) percent of the school's parents are satisfied or very satisfied with their student's experience at American Prep. The school also set a goal to standardize the curriculum to prepare for opening its satellite school, and increased its use of technology.

LEARNING OPPORTUNITIES: Students at American Prep are taught at their instructional level in small groups (grades K-6). This allows EACH student to learn at the pace and level he/she is capable of. Teachers are trained extensively and, due to low faculty turnover, our teachers have become experts in bringing students to mastery.

ACCOUNTABILITY: Teachers submit weekly progress charts, outlining what they have taught in each subject and what levels of mastery students achieved. Administrators review these charts weekly to collaborate and discuss with teachers.

INNOVATIVE TEACHING: The school has a full-time, certified teacher in each classroom, and also a full-time, qualified instructor (paraprofessional). This allows our teachers to be most effective in their instruction.

TEACHERS' INVOLVEMENT: Teachers have two hours each Wednesday afternoon for team meetings (students are dismissed at 1:30). Teachers take time to review student progress as a team, and also to collaborate on best practices. Teachers serve as team leaders to guide their team to improved teaching.

PARENTS' INVOLVEMENT: The school has logged over 10,000 volunteer hours for the past two years. Parents are involved in many aspects of the school's operation, from academic support to extracurricular activities.

SUCCESSIONS: Eight (8) 9th grade students achieved a perfect score on the state's Direct Writing Exam. One hundred percent (100%) of kindergarten students completed Reading Level 1 at or above mastery level. Additionally, the school is recipient of the Wesley Becker Excellent School award, given by the Association for Direct Instruction.

BEEHIVE SCIENCE AND TECHNOLOGY ACADEMY (BSTA)

1011 Murray-Holladay Road, Salt Lake City, UT 84117
www.beehiveacademy.org (801) 265-2782

Director: Frank Erdogan

Rep. Lynn Hemingway

U-PASS: Yes

Sen. Gene Davis

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005

Number of students: 141

Grades served: 7-12

Number of teachers: 17

Average classroom size: 21

Number of volunteer hours: 1,400



BSTA Lego Team wins second place

MISSION: The mission of Beehive Science & Technology Academy is to provide an active learning environment for students from diverse backgrounds in order to enable them to develop the intellectual, linguistic, cultural, interpersonal, and advocacy skills needed to succeed in high school, higher education, and their future career.

LEARNING OPPORTUNITIES: The school has integrated technology with other classes. Almost all teachers at BSTA not only use the high-tech computer lab effectively with their students, but also assign technology related projects. Other than technology-integrated curriculum, BSTA offers wide variety of technology clubs such as First Tech Challenge (Robotics), First Lego League, SimCity, WebDesign plus math- and science-focused clubs such as Math League, MathCounts, Science Olympiad, Salt Lake Valley Science Engineering Fair (SLVSEF).

INNOVATIVE TEACHING: BSTA offers Study Table Period, when students can get extra help from teachers with their homework. Also, this time is used by academic teams to prepare for various competitions.

TEACHERS' INVOLVEMENT: Dedicated BSTA teachers use every single opportunity to help the students. After-school tutoring time is offered every day by teachers in all subjects. In addition, all teachers offer different teams and club activities for students so that they can get rid of the stress of schoolwork. Also, teachers utilize UTIPS—a low-cost, Internet-based, formative assessment engine for public school teachers in the state of Utah (<http://www.utips.org/>).

PARENTS' INVOLVEMENT: BSTA has a parent representative who is a voting member of the school board. The Parent Teacher Organization (PTO) allows the parents to communicate with the administration of the school and help organize activities and committees, as well as be involved with the school's fundraising efforts. Each parent is asked to spend ten hours per semester per student volunteering for the school. Parents spend time in the classroom with students, supervising lunches, looking for grants and programs on the Internet, chaperoning field trips, organizing book drives, and much more.

IMPACT: In addition to studying for competitions, our teachers organize in-class short parties, study night sleepovers, and camps. The purpose is to have students learn the importance of what they have been doing, and make learning fun rather than boring. As a result, we had three students rank first, second, and third in several competitions. Our science, math and language arts teachers utilized the computer lab to help students practice for upcoming tests by using UTIPS.

SUCSESSES: The BSTA math team was in the top 20 schools and the statewide math competition rounds. The Lego League Team took second place in the Montana regional tournament. In Salt Lake Valley Science and Engineering Fair 2007, BSTA students received five awards. BSTA organized a math contest for sixth grade students in Salt Lake City called MathMatters. The problems were prepared by professional mathematicians. The competition was held on Feb 9, 2008. More than 90 students participated in the competition. Besides awards for the winners, students had a lot of fun with math games prepared by professional mathematicians.

CANYON RIM ACADEMY

3005 South 2900 East, Salt Lake City, UT, 84109
www.canyonrimacademy.org 801-474-2066
Director: Merry Fusselman
Rep. Phil Riesen Sen. Patricia W. Jones
U-PASS: Yes AYP: Yes



Academic excellence within reach

MISSION: Cultivate an environment of academic excellence where all children stretch to achieve their maximum potential and enjoy the fruits of personal academic accomplishment.

GOALS/PROGRESS: CRA teachers align learning goals and assessment to the Utah Core Standards to prepare students for proficient success on end-of-level Criterion-Referenced Tests. Professional development is focused on unit and assessment design, strategies, and effective teaching. One hundred percent (100%) of our students participated in the U-PASS testing.

LEARNING OPPORTUNITIES: Students have the opportunity to learn Core Knowledge; art, music and technology taught by specialists; Spanish in grades 4-6; and service learning. Extracurricular learning opportunities include a Shakespeare play, musical productions, Reflections competition, Art Festival, Chess Club, Book Club, Nature Club, and Show Choir.

ACCOUNTABILITY: Teachers are accountable to teach the Utah Core Standards, aligned with Core Knowledge. Feedback to student learning is provided using rubrics and standards-based reporting.

INNOVATIVE TEACHING: Teachers design units focused on enduring understandings and essential questions. Core Knowledge is taught in integrated units infused with performance, production, music, technology, art, and literature.

TEACHERS' INVOLVEMENT: Teachers are involved in professional development throughout the school year that is focused on effective literacy instruction, unit design, assessment, and Core Knowledge. Teachers are very involved in school activities, Service Learning, student achievement, and community relations.

PARENTS' INVOLVEMENT: CRA has a very active and involved Parent Teacher Association. Parents volunteer in the classrooms and participate in support activities, field trips, drama, music, art, etc. Parents are valued, appreciated, and considered vital to the success of CRA.

IMPACT: Survey results indicate that CRA has had a positive impact on the education of its children. The children are learning and happy; parents are involved and supportive; teachers are committed, creative, and effective; and the staff is responsive, positive, and welcoming.

SUCSESSES: During Canyon Rim Academy's first year, the school succeeded in providing a quality education in a positive environment supported through involved parents and the leadership of a dedicated and effective board. Education was enriched through an amazing and involved PTA. The school was described as a good place to learn by 98.2% of parents who responded to CRA's survey.

CBA CENTER

305 East 200 North, Suite CBA, Delta, UT 84624

www.millard.k12.ut.us

435-864-5695

Director: Mike Louder

Rep. Richard Wheeler

Sen. Dennis E. Stowell

U-PASS: Not Applicable

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 1997

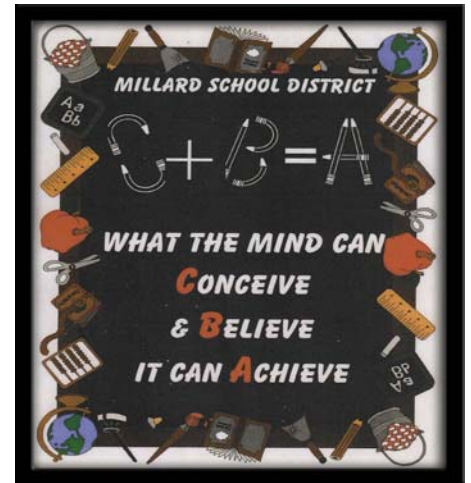
Number of students: 28

Grades served: 9-12

Number of teachers: 3

Average classroom size: 15

Number of volunteer hours: 3



CBA Center

MISSION: CBA Center's mission is to provide students with the skills necessary to become working, contributing members of society.

GOALS/PROGRESS: The CBA Center is an alternative school serving students in grades 9-12. Its main purpose is to work with students with academic, attendance and/or behavior problems to help them be successful. Ideally, all students would graduate or receive their GED. Last year the school had five graduates.

LEARNING OPPORTUNITIES: CBA center offers students the option of mastery-based learning and the ability to proceed at their own pace. Through the use of the A+ program, students are able to progress as quickly as they can demonstrate mastery. Class sizes are smaller to allow students to better receive the individualized instruction and assistance.

INNOVATIVE TEACHING: CBA Center utilizes small class sizes, as well as individual pacing through the use of computers (A+).

TEACHERS' INVOLVEMENT: Because CBA Center is a small school, each teacher is aware of students' individual learning needs and abilities. Teachers work hard to meet those needs and provide students with an opportunity to learn and graduate.

PARENTS' INVOLVEMENT: Parents serve on the Community Council. They attend SEOP conferences three times a year. Their input and cooperation is sought to meet the needs of all students.

IMPACT: CBA Center has 40-50 different students pass through our facility on a yearly basis. These are students who would not receive a second chance at an education if not for CBA Center's alternative facility.

SUCCESSIONS: Five students graduated this past school year. They would not have graduated or finished school if not for the opportunity to attend the CBA Center.

CHANNING HALL

13515 South 150 East, Draper, UT 84020

www.channinghall.org (801) 572-2709

Director: Heather Shepherd

Rep. Todd Kiser

Sen. Howard Stephenson

U-PASS: Yes

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 637

Grades served: K-8

Number of teachers: 36

Average classroom size: 21

Number of volunteer hours: 5,000



Channing Hall Student Body

MISSION: Channing Hall students are agile learners who value others' perspectives, who know how to learn, and whose vision, passion, and unique abilities inspire them to achieve excellence and improve the world.

GOALS/PROGRESS: This year the school is submitting its initial application to begin the process of becoming an International Baccalaureate (IB) World School. All teachers have gone to at least one IB training, and many have attended two. All teachers continue to be provided with a plethora of professional development opportunities so that they are up-to-date on the latest research.

LEARNING OPPORTUNITIES: Channing Hall continues to implement many diverse learning opportunities, including field trips aligned to State Core and IB content. The school ensures that all students are instructed by "specials" teachers in Spanish, music, technology, art and music. Additionally, Channing Hall implements International Baccalaureate themes and philosophies.

ACCOUNTABILITY: The school's teachers have individualized professional development plans and engage in both a peer and administrative review process. They have AIMSweb to focus on student benchmarking.

INNOVATIVE TEACHING: With its emphasis on open-ended questioning, dialogue, and guided lines of inquiry, IB provides generous opportunities for innovative teaching. Channing Hall also has the option for students to do a two-year loop with their teacher in 2nd/3rd grades and in 4th/5th grades.

TEACHERS' INVOLVEMENT: The school is run in a very collaborative manner. All faculty serve on at least one committee, which reports to the School Improvement Team. This team is comprised of both administration and faculty.

PARENTS' INVOLVEMENT: All parents are asked to be involved in their child's education and to volunteer at least four hours per month. Additionally, the school has a parent-elected board member, who works with the board to help govern the school.

IMPACT: The best measure of the school's success comes from its students and parents. This year Channing Hall had more than a 97 percent student retention rate. This is an increase over the 90 percent retention rate after the school's first year.

SUCCESES: The school's success stories are amazing, and the school is pleased that students and parents are happy with the education and attention they are receiving at Channing Hall. As a first-year school Channing Hall became a Gold Medal school. This year it achieved Platinum level. Students graduate from Channing Hall as well educated and inquisitive humans who will make a difference in the world.

CITY ACADEMY

555 East 200 South, Salt Lake City, UT 84102

www.cityacademyslc.org 801-596-8489

Director: Sonia Woodbury

Rep. Ralph Becker

U-PASS: Yes

Sen. Scott McCoy

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2000

Number of students: 149

Grades served: 7-12

Number of teachers: 15

Average classroom size: 10

Number of volunteer hours: 350



Town meeting

MISSION: The mission of City Academy is to create and sustain a model secondary public school where all students are engaged in academically rigorous civically oriented curriculum, critical and creative thinking, and authentic learning in a personalized educational environment.

GOALS/PROGRESS: The school is meeting its goal of offering programs that provide personalized and powerful educational opportunities for all students. It has expanded its range of courses to include foundations classes for students struggling with grade-level work, and has just completed its first year of offering the Cambridge International Exam (CIE) program for 9th-12th graders and A-level exams for academically advanced students.

LEARNING OPPORTUNITIES: City Academy students have project-based learning (PBL) opportunities in many courses. PBL is a systematic inquiry-based teaching method utilizing carefully planned units of study that personally challenge and engage students in their education, promote higher-order thinking, and often cross curricular areas.

ACCOUNTABILITY: The school is very proud of the competency-based assessment system it has developed. Students earn credit by demonstrating their level of competency in a subject.

INNOVATIVE TEACHING: City Academy is evolving a secondary school model that emphasizes rigorous annual academic progression for each student, along with the development of students who are active and responsible citizens. Teachers utilize Understanding by Design in planning the curriculum, and follow Coalition of Essential Schools principles.

TEACHERS' INVOLVEMENT: The professional, qualified teaching staff follows research-based principles of effective teaching and learning as they develop curriculum for their courses that meet and exceed the state core requirements while also challenging students to make personal meaning of what they are learning.

PARENTS' INVOLVEMENT: Four parents are elected to the school Advisory Council along with two teachers, one administrator, and two students. The elected parent chair of the Advisory Council serves on the City Academy Board of Trustees. Parent volunteers serve with ten school student/faculty committees that help with running the school.

IMPACT: City Academy's continued focus on literacy produced a 90 percent proficient rate on the 9th grade state writing test, and 92 percent of the school's 10th graders passed the UBSCT reading test on their first try. The positive impact of the school's civically oriented learning was demonstrated by 100 percent of its students participating in service learning.

SUCSESSES: The 2007-08 school year brought implementation of the Cambridge International Exams (CIE) program, with 100 percent of 9th and 10th graders participating in CIE preparatory class exams, and 50 percent of 11th and 12th graders participating in CIE Advanced-level exams. From a parent: "I am so thrilled at my son's academic progress. I have many people on the staff of City Academy to thank for inspiring him to new heights."

C. S. LEWIS ACADEMY

364 North State Road 198, Santaquin, UT 84655

<http://cslewisacademy.net> 801-754-3376

Director: Jason Finch

Rep. Patrick Painter

U-PASS: No

Sen. Mark Madsen

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2007

Number of students: 190

Grades served: K-6

Number of teachers: 11

Average classroom size: 18

Number of volunteer hours: 2,300



Using a SmartBoard to learn about weather

MISSION: CSLA creates a dynamic learning environment where students develop a love of learning through self-critique and self-motivation. Literature study, combined with collaborative efforts between students and educators, empowers everyone to engage in creative thinking, problem solving, and effective communication.

GOALS/PROGRESS: With increasing reading skills and competency as goals, students achieved success through leveled readers designed to increase reading fluency and comprehension buttressed with explicit spelling instruction. Additionally, adhering to grade-level pacing guides aligned with the Utah State Core Standards has proved extremely beneficial for students and teacher alike.

LEARNING OPPORTUNITIES: Daily use of SmartBoards and encouraging individual growth and progress through specific group instruction tailored to ability *and* grade level has fostered learning impeccably. Filling academic gaps in learning through modified instruction accommodates leveled learning groups in both math and reading.

ACCOUNTABILITY: Much time is spent in weekly teacher meetings and team teaching opportunities to ensure quality teaching is taking place. Likewise, students are accountable to teachers in demonstrating mastery of concepts.

INNOVATIVE TEACHING: The K-12 curriculum is extremely engaging and motivating to both teacher and student. With hands-on learning activities and modules projected on the SmartBoards, learning moves to a higher level. With interactive lessons, the learners take an active role in their *own* education.

TEACHERS' INVOLVEMENT: Teachers are the backbone of the school. They work hard to reach every learner and to find out what makes them "tick." Professional development opportunities during the school year, as well as weekly professional development planning meetings, focus on student achievement and effective teaching practices.

PARENTS' INVOLVEMENT: Parents are given access to virtually all daily lessons and exercises through the Internet. The unique and innovative curriculum provides opportunities for parents to be directly involved in their children's education. Weekly newsletters inform parents of content taught and student progress.

IMPACT: CSLA has had a HUGE positive impact on the entire community of Santaquin. Parents are overwhelmingly pleased with the quality of education and the progress their children have made. Continual assessing and monitoring have created dynamic groups motivating students to make gains and improve.

SUCCESSIONS: CSLA has had a very smooth and successful first year. CSLA was granted approval for a grade configuration change from K-6 to K-8 as well as an increase in student numbers. CSLA's statistical team received an Award of Excellence from the USOE. The students have been featured in many newspaper articles about our programs, activities and soaring scholastic achievements in math and reading.

DAVINCI ACADEMY

2033 Grant Avenue, Ogden, UT 84401
www.davinciacademy.org 801-409-0700
Director: Jessie Kidd
Rep. Neil Hansen Sen. Jon J. Greiner
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004
Number of students: 281
Grades served: 9-12
Number of teachers: 25
Average classroom size: 12
Number of volunteer hours: 2,798



DaVinci Academy's Award Winning Students

MISSION: DaVinci Academy of Science and the Arts (DASA) will provide a rigorous and diverse, project-oriented curriculum that will result in students who have the critical thinking, self-assurance and creative problem-solving skills needed for the pursuit of higher education.

GOALS/PROGRESS: DASA will provide a safe and supportive environment where diversity and individuality is welcome and a motivation to become high-achieving, socially responsible citizens is encouraged through activities inside and outside the school.

LEARNING OPPORTUNITIES: DaVinci provides an opportunity for project-based learning in an environment that integrates science and the arts. Small class sizes allow for a great deal of one-on-one attention and differentiated learning. The curriculum is challenging for learners and allows for a wide breadth of experiences.

ACCOUNTABILITY: DaVinci complies with all state and federal laws, including full assessment measuring student achievement and yearly progress. The school supplies annual reports to our board and the state concerning accountability.

INNOVATIVE TEACHING: DaVinci Academy prides itself on innovative teaching techniques as the school regularly implements data-supported project-based learning, student-centered strategies, and cross-curricular lessons.

TEACHERS' INVOLVEMENT: Teachers work in grade leveled teams to support curricular alignment and WAC efforts. Teachers also work well beyond the classroom to support large-scale projects and participate in extracurricular activities and committee work.

PARENTS' INVOLVEMENT: DaVinci parent partnerships involve raising money for the school, recruiting students, and providing stimulating activities while supporting educational experiences.

IMPACT: Students, families, and educators work together as a team, with support from the community, to prepare DaVinci students for success in today's more global, complex society.

SUCCESES: DaVinci is finding success in preparing students for college. The school is maintaining a graduation rate much higher than the local city high schools, and was named 2008 Charter School of the Year. DaVinci is developing a faculty of collaborators who excel in the development of a project-based curriculum, and meeting student needs on a personalized and specific basis across a variety of abilities.

DUAL IMMERSION ACADEMY

1155 Glendale Drive, Salt Lake City, UT 84104

www.diacharter.org

801-972-1425

Director: Julia Barrientos

Rep. David Litvack

Sen. Scott McCoy

U-PASS: No

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2007

Number of students: 346

Grades served: K-6

Number of teachers: 15

Average classroom size: 25

Number of volunteer hours: 5,279



DIA first graders

MISSION: The mission of DIA is to provide a dual immersion curriculum in Spanish and English which creates students who are bilingual, biliterate, and cross-culturally aware; challenges and stimulates students' academic growth; and fosters positive identity, social responsibility.

GOALS/PROGRESS: DIA's goals: Improve student learning, increase oral language skills in Spanish and English, develop bi-literacy for all students, meet or exceed academic standards, nurture parental involvement, provide professional development in dual immersion, offer tutoring that ensures student success, give a multicultural education to all students, and connect academic content to real-world learning experiences.

LEARNING OPPORTUNITIES: DIA is a Spanish-English dual language, public-charter elementary school. Students educated in the dual immersion model develop superior cognitive abilities, and learn individual accountability and shared responsibility. DIA prepares cross-culturally aware graduates for leadership roles in our global community.

ACCOUNTABILITY: DIA implements all state-required standardized summative testing. DIA teachers are trained in progress-monitoring tools, including formative assessments (DRA, DIBELS, Marie Clay, etc.) and work samples.

INNOVATIVE TEACHING: DIA's model of two-way dual immersion education is the cutting edge of language acquisition and literacy in the United States. The school's innovative activities encourage students to investigate community and world issues in and out of the classroom, and to act upon solutions they create as a team.

TEACHERS' INVOLVEMENT: DIA teachers meet in two team groups: upper grade (3-6) and lower grade (K-2). Teachers report student progress and develop curricula and solutions to challenges, with dual-immersion model fidelity. One teacher representative attends parent meetings (VIA), and one attends governing board of directors meetings.

PARENTS' INVOLVEMENT: DIA's parent organization, Volunteers in Action (VIA), elects a representative who is a voting member of DIA's governing board of directors. VIA is active in DIA's daily operation and special events, with parent volunteer hours helping students in the classroom, at recess and lunch, on field trips, etc.

IMPACT: As the school is still in its first year of operation, it is too early to measure its impact. However, in a recent parent survey, parents gave DIA 4.6 points out of a possible five points in overall satisfaction. The survey covered areas such as administration, instruction, facilities, and parent involvement at DIA.

SUCCESSIONS: Parents, teachers, administration, and the school board are all pleased with the language acquisition and content learning happening at DIA so far. DIA has community and corporate partnerships, adding value to the educational setting, as well as financial resources. Recently, DIA was selected by the national nonprofit *KaBOOM!* for a 2,500 square-foot playground being funded by JetBlue Airways and American Express.

EAST HOLLYWOOD HIGH SCHOOL

2185 South 3600 West, West Valley City, UT 84119

www.easthollywood.org 801-886-8181

Director: Jason Stanger

Rep. David Litvack

U-PASS: Yes

Sen. Fred Fife

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004

Number of students: 314

Grades served: 9-12

Number of teachers: 15

Average classroom size: 23

Number of volunteer hours: 750



Students working on a class film

MISSION: (1) Provide authentic, career preparatory training to students with a passion for careers in film production and digital media production. (2) Provide a solid liberal arts education to students in preparation for college entry. (3) Assist in the character education and development of each student.

GOALS/PROGRESS: EHHS has added several new concurrent enrollment courses to its curriculum. The school is also continuing to improve the quality of its core curriculum courses, which has had and will continue to have the effect of improved standardized test scores. EHHS has installed a new EDNET lab this summer and will begin EDNET classes in August, giving students a broader selection of class offerings.

LEARNING OPPORTUNITIES: In addition to a solid liberal arts education, EHHS provides a unique opportunity for its students to learn about film production. Five full-time film and media professionals, who are also licensed teachers, provide authentic industry training for students. The facility includes two professional sound stages.

ACCOUNTABILITY: Each year the school utilizes the Indicators of School Quality (ISQ) Survey that tracks student, parent, and staff evaluation. This information is carefully reviewed and a follow-up action plan is put into place.

INNOVATIVE TEACHING: Perhaps the most innovative teaching that occurs at EHHS is the integration of core curriculum classes with film production and related arts and media. Teachers strive to integrate film into all areas of curriculum instruction. The result is an exciting and motivating learning program for students.

TEACHERS' INVOLVEMENT: Teachers have the opportunity to serve on various committees that continually review accreditation, expenditures, discipline, assessment, special education, integration of film into the core curriculum, attendance, and so on. They are directly involved in evaluating and designing the learning program of the school.

PARENTS' INVOLVEMENT: Two of the five members of the governing board are parents. Additionally, parents serve on the Trust LAND Grant Committee and the Sex Education Curriculum Committee. Parents are encouraged to volunteer and be involved in the school in a number of different capacities.

IMPACT: Graduating seniors have received scholarships totaling over \$150,000. EHHS students were awarded 226 college credits in concurrent enrollment courses taken. Increased student pass rates on CRTs compared to previous years.

SUCCESSIONS: EHHS received its full accreditation following the NAAS site visit this year. The entire staff was heavily involved in this process, which took the entire school year. The school received several commendations. Additionally, a number of student films placed in various film festivals within the state.

EDITH BOWEN LABORATORY SCHOOL

6700 Old Main Hill, Logan, Utah 84322

www.edithbowen.org 435-797-0908

Director: Mark Peterson

Rep. Fred R. Hunsaker Sen. Lyle Hillyard

U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2007

Number of students: 300

Grades served: K-5

Number of teachers: 21

Average classroom size: 25

Number of volunteer hours: 4,500



Second graders with creative building materials

MISSION: The Edith Bowen Laboratory School provides a constructivist, hands-on approach to learning in the core academic areas and the arts. In this First Amendment School, students learn the rights and responsibilities associated with the five freedoms in the First Amendment of the U. S. Constitution.

GOALS/PROGRESS: (1) Maintain and increase levels of academic achievement as reported on U-PASS and AYP, (2) foster a caring community where students learn in an engaging environment, and (3) provide individualized instruction to meet all ability levels.

LEARNING OPPORTUNITIES: On the campus of Utah State University, EBLS students experience opportunities present only at an institution of higher education. EBLS students are given hands-on experiences beyond the classroom aiding their understanding of concepts in science and social studies, and improving skills of literacy and math.

ACCOUNTABILITY: Edith Bowen Elementary School has met U-PASS and AYP standards.

INNOVATIVE TEACHING: In addition to the constructivist approach to the core academics, Edith Bowen Lab School students receive four hours of instruction weekly in the arts, including music, creative movement, visual art, and Spanish.

TEACHERS' INVOLVEMENT: Eighty-five percent of the teachers at EBLS have their masters or doctorate degrees. Teachers working together make all curriculum and instruction decisions at the school.

PARENTS' INVOLVEMENT: Parents are involved at EBLS as classroom volunteers, PTA officers, members of the School Community Council and members of the Governing Board.

IMPACT: Starting its 82nd year, EBLS has provided a quality education to thousands of children and improved the training of pre-service teachers. As EBLS is now a Utah public charter school, more parents and guardians in Cache Valley are and will be aware that Edith Bowen Laboratory School is a choice for them.

SUCCESES: Edith Bowen Laboratory School alumni have proven themselves in their middle school, high school, and college years. Alumni include men and women who have achieved great success.

ENTHEOS ACADEMY

4710 West 6200 South, Kearns, UT 84118

www.EntheosEL.org 801-417-5444

Director: Michael Farley

Rep. Eric Hutchings

U-PASS: Yes

Sen. Ed Mayne

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 480

Grades served: K-8

Number of teachers: 25

Average classroom size: 25

Number of volunteer hours: 7,500



Planting radishes at Utah Gardens

MISSION: The mission of Entheos is to inspire members of the rising generation to reach the heights of their potential, ignite their curiosity to venture into challenging new learning experiences, and empower them to become leaders through service who are committed to family and community. Then they can achieve their goals.

GOALS/PROGRESS: Goals include expeditionary learning K-9 (excellent progress); leadership and discipline school-wide (excellent progress); adventure, place-based curriculum for all students (excellent progress); and Singapore Math adoption K-5 (excellent progress).

LEARNING OPPORTUNITIES: Three Core Pillars: Excellence encourages drafting and rework; Service encourages the application of skills in the community to serve others; and Leadership teaches civility, communication, goal setting and self-organization.

ACCOUNTABILITY: Entheos uses student portfolios, exhibition of skills, authentic assessment, service to the community, and passages presented to authentic audiences.

INNOVATIVE TEACHING: Students are “crew,” not “passengers”; they are very cooperative and teamwork oriented, and teachers participate in Professional Learning Communities to review student work.

TEACHERS’ INVOLVEMENT: The school does not use textbooks, but refers to primary source material, requiring complete teacher involvement in putting together expeditions, investigations, adventures, and place-based curricula. Teachers handle their own discipline and use Professional Learning Communities to coordinate between classes.

PARENTS’ INVOLVEMENT: Enrollment at Entheos is at capacity, and the school has a long waiting list. The school requires five hours per month per family of help at the school with instruction, repairs, library, camping, adventures, etc. Entheos has a very active Parent Crew, with subcommittees for various goals and initiatives.

IMPACT: Entheos has provided service to the community at retirement homes, parks, and forests; this service has been extensive and well received. Individuals such as military veterans have been grateful and impressed by our service and honor to them.

SUCCESSIONS: Entheos enjoys good student academic progress, with nontraditional teaching and learning that engages the students’ attention span. Special education students are integrated into all aspects of adventure and expeditionary learning.

FAST FORWARD CHARTER HIGH SCHOOL

875 West 1400 North, Logan, UT 84321
www.ffchs.com 435-713-4255
Director: Stephanie Sorenson
Rep. Jack R. Draxler Sen. Lyle Hillyard
U-PASS: No AYP: No

2007-08 SCHOOL STATS: Opened fall, 2003
Number of students: 206
Grades served: 9-12
Number of teachers: 16
Average classroom size: 17
Number of volunteer hours: 1,500



Fast Forward High School students

MISSION: The mission of Fast Forward Charter High School (FFCHS) is to provide a safe, nurturing environment where students who may be at risk of not completing high school requirements can be challenged with curriculum presented to accommodate their unique learning styles.

GOALS/PROGRESS: (1) Instill the love of learning. Fast Forward offers traditional course choices that use hands-on learning techniques. (2) Prepare students to become responsible citizens and productive members of the community. Each year students at Fast Forward participate in character education, several charitable fund-raising efforts, and service learning classes. (3) Provide a solid academic foundation for life long learning.

LEARNING OPPORTUNITIES: FFCHS provides a three-tiered learning program to benefit the individual student. The school offers a traditional classroom setting; the opportunity to earn credits by using a directed studies computer-based program that is tracked, monitored and assisted; and a concurrent enrollment program.

ACCOUNTABILITY: In the fall and spring students are given a math, writing, and reading comprehension assessment. Pre- and post-assessment results are used to monitor and track student progress.

INNOVATIVE TEACHING: FFCHS uses the Differentiated Instruction model to focus on the unique needs of individuals to promote effective learning. The teachers use a variety of instructional strategies to accommodate the learning styles of all students.

TEACHERS' INVOLVEMENT: Teachers are grouped into committees to assess test results and generate school-wide statistics and goals. The curriculum is reevaluated to place greater emphasis on low-scoring subject areas. These committees also collaborate and create cross-curricular student oriented projects, activities, and events.

PARENTS' INVOLVEMENT: Parental involvement is essential. Parents are encouraged to provide input in the governance of the school and are given the opportunity to serve at the school in many different ways. Parents hold two of the seven seats on the Governing Board.

IMPACT: A summary of student results from the school-based assessments reveal that there is an overall pattern of progress in achievement for math, writing, and reading comprehension. Specific data collection leads to reevaluation of course content and revision of class curricula.

SUCCESSIONS: FFCHS received its full site accreditation visit this past school year. The entire staff was commended for the time and effort devoted to studying and evaluating the various facets of the total program and for preparing the materials used by the Visiting Team. Fast Forward received a six-year accreditation status.

FREEDOM ACADEMY

1190 West 900 North, Provo, UT 84604
www.pfa.cc 801-437-3100
Director: Lynne Herring
Rep. Keith Grover Sen. Margaret Dayton
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2003
Number of students: 648
Grades served: K-8
Number of teachers: 27
Average classroom size: 24
Number of volunteer hours: 10,000+



Historical characters enthrall students

MISSION: The mission of Freedom Academy is to provide an education that supplies the essential knowledge and skills for students to succeed in life's pursuits and to become self-motivated, life-long learners and contributors to society.

GOALS/PROGRESS: The school's goals are many and ever changing to meet higher, more challenging heights as expectations rise. Student learning increases yearly and teachers deliver learning with the latest technological resources. Freedom Academy is indeed a community of lifelong learners, accomplishing great growth every day.

LEARNING OPPORTUNITIES: Freedom Academy students have many opportunities to learn. From strings classes and math enrichment through core classes, specialty and elective classes (including French, Spanish, keyboarding, and AP history/English) to after-school classes in technology, art, puppetry, drama, jewelry and chess, students thrive in a rich learning environment.

ACCOUNTABILITY: Accountability is of great importance. Collaborative teacher teams review strengths and weaknesses identified by current data. Daily attendance is a high focus. Aligning the school's curriculum with the state assures success in testing. Knowing every student is the expectation of the school for student achievement.

INNOVATIVE TEACHING: Seeing the need for an AP English class, parents, administration and teachers worked to develop and launch one midyear. Hosting guest speakers, community partners and student teachers also lends to strong community ties that open doors for innovation and growth.

TEACHERS' INVOLVEMENT: Nowhere is there a more dedicated staff than at Freedom Academy. With unwavering support from the Governing Board and administration, the staff delivers incredible learning to students. Monitoring, mentoring, conferencing and frequent parent contact enable teachers to address each student's needs and abilities.

PARENTS' INVOLVEMENT: Parents are the fuel that powers the school with outstanding support. Volunteering over 10,000 per year is typical. They work at every level, from the Governing Board to the PTO, with unfailing dedication and support of the students and school personnel. Parents are valued and honored at Freedom Academy!

IMPACT: The design and goal of F.A. is to function as a collaborative, innovative and successful learning community. Administrators, teachers and staff serve as educational leaders and model lifelong learning. Current families recruit others seeking excellence in education.

SUCCESSSES: The school's Spanish team swept the competition for the second straight year at the BYU state-wide Language Fair, winning the sweepstakes award. Students were again successful in the Freedom Festival Essay Contest. We had strong showings in the regional science fair, and all students have opportunities to shine in a variety of performances and competitions throughout the year.

GEORGE WASHINGTON ACADEMY

2277 South 3000 East, St. George, UT 84790

www.gwacademy.org 435-673-2232

Director: Amy Trombetti

Rep. David Clark

U-PASS: Yes

Sen. John Hickman

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

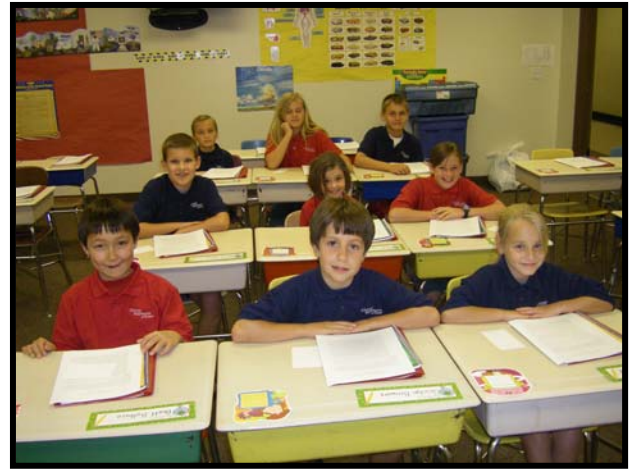
Number of students: 464

Grades served: K-8

Number of teachers: 24

Average classroom size: 25

Number of volunteer hours: 40



Building a strong foundation

MISSION: The mission of George Washington Academy is to establish a learning environment based on the principles of self-discipline and respect where each child may develop the skills necessary to help him/her succeed honorably in a rapidly changing world through use of the academically rigorous curriculum.

GOALS/PROGRESS: The school is making progress toward its academic goals by offering training in designated curriculum and tracking results for accountability.

LEARNING OPPORTUNITIES: George Washington Academy provides a comprehensive education for its students. It focuses heavily on the math and language arts, but also includes, as part of the Core Knowledge Curriculum, social studies, science, physical education, music and art.

ACCOUNTABILITY: George Washington Academy is tracking and measuring student progress in all areas, both inside and outside of the classroom. The school has many programs that measure student and teacher success.

INNOVATIVE TEACHING: George Washington Academy recognizes and embraces the variety of teaching philosophies and methods that teachers bring into a classroom. Teachers meet the needs of all students with designated curriculum by teaming with each other and using professional development to enhance their lessons.

TEACHERS' INVOLVEMENT: The teachers at George Washington Academy focus on sharing, teaming, and professional development.

PARENTS' INVOLVEMENT: About 25 percent of parents participate on a daily basis, either in the classroom or through other support at the school. A group of parents designed and implemented the positive Patriot Pride program and volunteer daily to encourage our students' success.

IMPACT: The school has a great impact on students' lives. It is dedicated to making a difference and to providing the best educational opportunity for individual students.

SUCCESSSES: The school's biggest success for the 2007-2008 school year was the success of its 8th grade graduating class. It was the school's first year with a full class, and the students were amazing! Another one of its many successes is its first full year in its building and functioning as a school. The staff was dedicated and the students were thriving.

GUADALUPE CHARTER SCHOOL

340 South Goshen Street, Salt Lake City, UT 84104

guadalupe-schools.org 801-531-1600

Director: Vicki Mori

Rep. Jennifer Seelig Sen. Fred Fife

U-PASS: Not Applicable AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2007

Number of students: 93

Grades served: K-3

Number of teachers: 4

Average classroom size: 25

Number of volunteer hours: 2,671



Third grade South America multimedia presentations

MISSION: The mission of Guadalupe Charter School is to provide high quality, individualized instruction for children who are at risk of school failure.

GOALS/PROGRESS: While all students demonstrated growth, 64 percent of the third grade students who have been continually enrolled are reading at or above their grade level. In the kindergarten through third grade there are 37 ELL students; 29 of these students scored at the intermediate level.

LEARNING OPPORTUNITIES: Guadalupe has implemented a balanced literacy curriculum emphasizing individual learning needs. Some students moved between grades to best meet their academic level. The school also provided an extended school year by providing a summer program during July to maintain skills gained during the traditional school year.

ACCOUNTABILITY: Guadalupe Charter School conducts both monthly progress assessment and quarterly benchmark assessment. The CRTs were administered in the spring via Computer-Based Testing for the entire third grade.

INNOVATIVE TEACHING: Weekly intervention team meetings are held with the principal, special ed. teacher, teacher mentor, and individual teachers designed for teachers to discuss and plan for individual learning needs of students.

TEACHERS' INVOLVEMENT: The teachers at Guadalupe are involved both in the classroom and with families. Teachers participated in four family fun/information meetings and weekly team intervention meetings.

PARENTS' INVOLVEMENT: Parents had 100 percent attendance to both parent/teacher conferences. Four family meetings held during the school year included literacy, health, and social events. These events build family/school relations and provide information to parents.

IMPACT: Guadalupe provided educational choice to parents in a high Title I area. Students and parents are happy with their school experience at Guadalupe. The school had 95 percent attendance during the 2007-2008 school year; 98 percent of its students plan to return next school year, and 58 percent chose to attend the summer program.

SUCCESES: Guadalupe Charter School has built many strong community partnerships from universities and business to community volunteers. These partnerships bring to Guadalupe added expertise, such as pediatricians teaching health-related curriculum.

INTECH COLLEGIATE HIGH SCHOOL

1787 North Research Parkway, North Logan, UT 84341

www.intechchs.org

435-753-7377

Director: John Hernandez

Rep. Jack r. Draxler

Sen. Lyle Hillyard

U-PASS: Yes

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

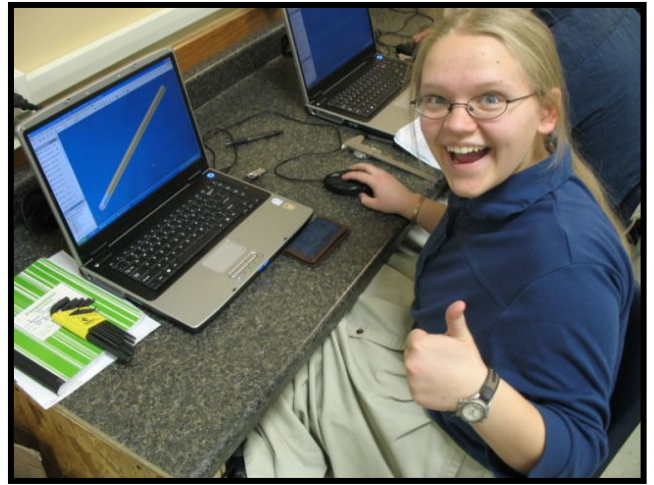
Number of students: 131

Grades served: 9-11

Number of teachers: 11

Average classroom size: 25

Number of volunteer hours: 425



Engineering is the best!

MISSION: To encourage and prepare students in grades 9-12, and especially those traditionally under-represented, to pursue and complete college degrees in math, science, and engineering in order to enhance the talent base in these fields.

GOALS/PROGRESS: InTech is committed to working with Utah State University to help students graduate with as much transferable college credit as possible and qualify for the New Century Scholarship. InTech also continues to help students in traditionally underrepresented high school populations continue on to college.

LEARNING OPPORTUNITIES: InTech added four new concurrent enrollment classes through EDNET and three in-house college-level math classes. The school also held Friday activities where students could learn about different careers in the math, science, and engineering fields. InTech requires all 11th graders to complete a job shadowing program.

ACCOUNTABILITY: InTech continues to use the UBSCT and end-of-level testing to assess its students. Ultimately, its accountability lies with the students and parents and how InTech is meeting their needs.

INNOVATIVE TEACHING: InTech uses an integrated dynamic curriculum to help keep students' interest. The school also takes advantage of the Toshiba ExploraVision program and Project Lead the Way curriculum in science and engineering. InTech continues to take advantage of all Utah State University classes that its students may take part in.

TEACHERS' INVOLVEMENT: Teachers take part in all the school's extracurricular activities. Also, the teachers make themselves accessible to students in any way possible to help them succeed. InTech's teachers continue to go above and beyond to help students achieve their goals.

PARENTS' INVOLVEMENT: Two of the eight positions on the school's Board of Governors are held by parents. Parents also take part in the school's PTO and School Community Council, and in helping raise funds for the school. InTech also held focus groups for parents to participate in to find out areas that they felt needed improvement.

IMPACT: CRT scores show students meeting or exceeding state standards in Language Arts, Earth Systems Science, and Geometry. Three students passed the AP European History exam in the first year it was offered, and two students passed the PSAT in the 99th percentile.

SUCCESSSES: InTech recently instituted the National Honor Society and inducted 17 members. InTech had one team place national for the Toshiba ExploraVision competition. One student competed at the International Science and Engineering Fair. Its math team placed first in the state and 24th in the nation for the Cooperative Problem Solving Test. Three students placed at the Technology Student Association Competition.

ITINERIS EARLY COLLEGE HIGH SCHOOL

9301 South Wights Fort Road, West Jordan, UT 84088

www.iechs.org

(801)256-5970

Director: Stephen Jolley

Rep. Steven Mascaro

U-PASS: Not Applicable

Sen. Chris Buttars

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004

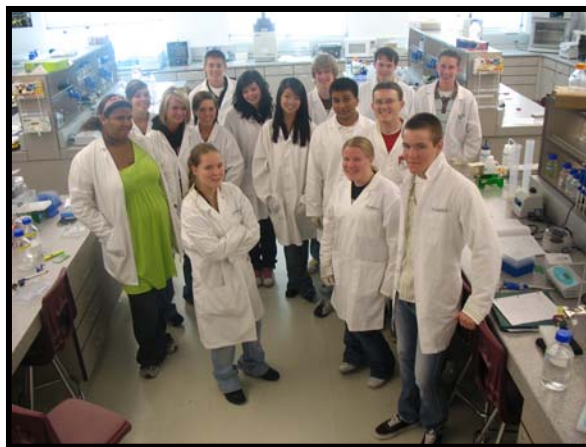
Number of students: 203

Grades served: 11-12

Number of teachers: 13

Average classroom size: 24

Number of volunteer hours: 380



Senior Biotechnology Lab

MISSION: The mission of Itineris Early College High School is to create a learning community that inspires high expectations, supports cognitive challenges, and encourages self-discovery and civic responsibility to maximize individual potential.

GOALS/PROGRESS: (1) Prepare all students for academic expectations and a successful transition to college. (2) Create a culture for individual growth as an independent learner and active participant in his/her education. Over 50 percent of all graduates stay in college past their second year, which is double the national average.

LEARNING OPPORTUNITIES: All students have the opportunity to acquire college credit while still in high school, with the support necessary to raise their academic skill level to that expected by colleges and universities. Class of 2008: 74 total graduates, 44 (59 percent) earned an associate's degree, and an average 50 credits per student.

ACCOUNTABILITY: Itineris is part of all academic accountability programs monitored by the USOE and NCLB: UBSCT, CRT, ACT, U-PASS, Graduation Rate, Individual Student Academic Growth, and College Completion and Credit Acquisition Rate.

INNOVATIVE TEACHING: In the Advisory Program, each teacher has a cohort of students he/she works with exclusively for two years. There is absolute protection of classroom instruction time from any outside interruptions, as well as project-based learning, Socratic seminars, and student-led P/T conferences.

TEACHERS' INVOLVEMENT: Teachers have two hours per week for Student Review and Collaborative Planning Time. Teachers spend three days of their contract time before school starts in "Student Success Camp" presenting workshop topics that have been designed to help students transition to college successfully.

PARENTS' INVOLVEMENT: Parents serve on the Board of Trustees for the school (4/7 seats). They are the majority of the Community Council (16/22) members, and they are actively involved in the recruiting process. Parents have access to any level of the school organization, should they want to be more involved: graduation, dances, etc.

IMPACT: Currently, Itineris has a 100 percent USBCT pass rate and 99 percent CRT Language Arts proficiency level; 49 percent of all seniors meet all four ACT College Readiness indicators, 64 percent of all graduates earn their AS degree, and there is an average savings for each family in excess of \$8,000.00 in college expenses.

SUCCESSSES: Itineris has provided college access and support for the successful completion to 58 first-generation college graduates out of one 172 total graduates, or 34 percent. Ninety-seven of 172 graduates have earned the New Century Scholarship, worth in excess of an estimated \$1,000,000.00.

JOHN HANCOCK CHARTER SCHOOL

125 North 100 East, Pleasant Grove UT 84062

www.johnhancockcs.org 801-796-5646

Director: Julie Adamic

Rep. Craig Frank

U-PASS: Yes

Sen. John Valentine

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2002

Number of students: 180

Grades served: K-8

Number of teachers: 13

Average classroom size: 20

Number of volunteer hours: 5,800



Inspire the heart, mind and soul

MISSION: It is the mission of John Hancock Charter School to provide a continuously challenging curriculum in a safe and nurturing learning environment. The school's primary goal is to help students learn how to learn, to love learning, and to become responsible citizens and productive members of society.

GOALS/PROGRESS: The school is providing a solid academic foundation for future learning, as demonstrated by students' test scores and academic achievement. John Hancock strives to have at least 85 percent of its students proficient on the end-of-level CRTs.

LEARNING OPPORTUNITIES: Small class size, small school size, personalized attention, parental involvement, teacher commitment, the music program, and the use of Core Knowledge gives students an educational choice that is not provided by the school district in which the school resides.

ACCOUNTABILITY: John Hancock analyzes all U-PASS test data and creates individual educational programs for each of our 180 students. The school also uses DIBELS to progress monitor reading achievement throughout the year.

INNOVATIVE TEACHING: Being an Official Core Knowledge Visitation School, John Hancock implements the Core Knowledge Sequence in every classroom. Intimate settings allow for teachers and parents to create a true partnership between home and school. Teachers make home visits and monthly phone calls and meet with parents regularly.

TEACHERS' INVOLVEMENT: Teachers create their own year-long plan that maps the Core Knowledge Sequence and the Utah State Core Curriculum. Teachers also create and develop their own units, lesson plans and activities. They are actively involved in school programs and meet weekly to monitor the school's effectiveness.

PARENTS' INVOLVEMENT: The school's board of directors is made up of grandparents, parents and community members. The PTO serves the school in many capacities, and most families donate at least 60 hours of service to the school each year.

IMPACT: CRT data for 2007-08 shows the percentage of students proficient: Second Grade: LA 90 percent, Math 90 percent; Third Grade: LA 90 percent, Math 85 percent; Fourth Grade: LA 100 percent, Math 100 percent; Fifth Grade: LA 89 percent, Math 79 percent; Sixth Grade: LA 86 percent, Math 91 percent; Seventh Grade: 81 percent, Math 95 percent; Eighth Grade: LA 88 percent, Pre-Algebra 75 percent, Algebra 100 percent.

SUCCESES: Multiple students represented JHCS at the Central Utah Science and Engineering Fair. One student was recognized by the Freedom Festival for his excellent essay, and one participated in the regional spelling bee, making it to the top 15. John Hancock is proud to have been an Official Core Knowledge Visitation School since 2005, and is also proud of its students' academic achievements.

KARL G. MAESER PREPARATORY ACADEMY

531 North State Street, Lindon, Utah 84042

www.maeserprep.org 801-785-4687

Director: Justin Kennington

Rep. Craig Frank Sen. John Valentine

U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2007

Number of students: 161

Grades served: 9-12

Number of teachers: 18

Average classroom size: 25

Number of volunteer hours: 6,084



Karl G. Maeser Preparatory Academy

MISSION: KGMPA exists to provide a rigorous, classical, college-preparatory education through use of the Great Books curriculum and the Socratic method of instruction, and to help students in grades nine through twelve acquire and refine communication and critical skills; think clearly, carefully and logically; explore the literary, cultural, and scientific foundations of today's global civilization; and prepare for university admission and study.

GOALS/PROGRESS: The goals of the school for this academic year included creating KGMPA's unique curriculum, monitoring its success, and making adjustments as needed. The school accomplished this as it observed the effectiveness of Socratic Seminar and made changes. As Winterim was offered for the first time this year, the school spent considerable time planning and carrying out this program. It proved to be an outstanding success.

LEARNING OPPORTUNITIES: Socratic Seminar and Winterim proved to be unique learning opportunities for Maeser students. The stretching and growth created in the students was truly remarkable. Students learned to think and write critically and approach literature and history from a thoughtful, active perspective.

ACCOUNTABILITY: Maeser Prep is accountable to the USOE through standards reporting and testing measurements. The school submitted all state-required reports and assessed its students using standardized CRTs.

INNOVATIVE TEACHING: Two ways in which Maeser Prep uses innovative teaching practices are Winterim and Socratic Seminar. The school's English/History teachers teach the two subjects together, using the Socratic Seminar. Winterim allows teachers to choose any subject to teach in an intensive 2½-week course. Both were very well received.

TEACHERS' INVOLVEMENT: Beyond their work in the traditional classroom, Maeser teachers teach a course of their choosing during the 2½-week Winterim. This creates a unique learning/teaching environment that allows students to interact with teachers on a level that strengthens relationships and creates a unique culture.

PARENTS' INVOLVEMENT: Parents spend volunteer hours providing a variety of services for the school, including clerical tasks, nursing services, facilities management, drama set building, lunchtime help, PTO and Board membership, grant writing, etc.

IMPACT: The school's small-school environment enables students to participate in activities otherwise unavailable to them in a large public high school, including music, drama, and sports. Students have found that uniforms and high expectations create a school where they feel safe and included.

SUCCESES: Winterim and Socratic Seminar have proven to be very successful. Students have stretched and learned in ways they have never been exposed to before. Maeser students are returning because they feel connected to a community where they are accepted and challenged. Teachers are returning because they are excited about being part of an innovative school where they can be a part of a team committed to excellence.

LAKEVIEW ACADEMY

527 West 400 North, Saratoga Springs, UT 84045

www.lakeview-academy.com 801-331-6788

Director: Harold Stone

Rep. Kenneth W. Sumsion

U-PASS: Yes

Sen. Mark Madsen

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 709

Grades served: K-8

Number of teachers: 33

Average classroom size: 25

Number of volunteer hours: 1,598



Lakeview Academy

MISSION: Lakeview Academy's mission is to develop youth who are capable, confident, contributing members of society.

GOALS/PROGRESS: This will be the school's third year, and continues to make progress in a variety of areas.

LEARNING OPPORTUNITIES: Lakeview Academy strives to keep children challenged. The school encourages them to reach higher and stretch farther. From an administrative prospective, this means providing an opportunity for students to advance at their own pace. Small-group instruction, fluid groups, and continual assessments assist in this process.

ACCOUNTABILITY: Open communication, teamwork, and regular evaluations focused on strengths give insightful information as to how progress can be made and helps each individual reach his/her potential.

INNOVATIVE TEACHING: Lakeview Academy's enhancement program affords the school the ability to better reach the varied learning styles of its students. Students have the ability to experience a hands-on approach of the concepts taught during the week.

TEACHERS' INVOLVEMENT: Each teacher is invited to and does serve on one of the school's volunteer committees that work under the Site Advisory Committee. This is a new experience for Lakeview, but it has been exciting to see parents and teachers united in meeting the needs of the students.

PARENTS' INVOLVEMENT: Parents are asked to serve on one committee, as well as serve a minimum of four hours per month in their child's classroom. The school has had a favorable experience having so many involved parents in the school. Lakeview is constantly seeking unique ways to use volunteers more effectively.

IMPACT: The school has seen a marked increase in students' abilities school-wide. The school is struggling in some areas, but has a great vision and direction on where it needs to improve.

SUCCESSSES: Success can be measured in a variety of ways. "Greatness is not in where you stand, but in what direction you are moving." Lakeview has had its share of struggles, but is continually making progress. "We must sail sometimes with the wind and sometimes against it—but sail we must, and not drift nor lie at anchor." Every time we see a child get excited about learning, we know that is true success.

LEGACY PREPARATORY ACADEMY

1375 West Center Street, North Salt Lake, UT 84504

www.legacyprep.org 801-936-0555

Director: Elizabeth Hatch

Rep. Paul Neuenschwander Sen. Dan Eastman

U-PASS: Yes AYP: No

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 499

Grades served: K-9

Number of teachers: 25

Average classroom size: 25

Number of volunteer hours: 5,000



Learning the past, creating the future

MISSION: The mission of Legacy Preparatory Academy is to provide a classically based curriculum that is thorough and challenging, integrate fine arts to enhance learning, teach the value of public virtue to promote respect, engage parents as real partners to share in enriching student education, and honor each child as an individual.

GOALS/PROGRESS: LPA focused on giving kindergartners a strong reading foundation. This year LPA's kindergartners ranked in the 90th percentile in Reading on the Stanford 10. Although 2007 CRT scores reflect that over 80 percent of the school's students are proficient in language arts and math, LPA wants to really focus on improving writing skills this year, as well as bringing science scores in line with language arts and math scores.

LEARNING OPPORTUNITIES: In LPA's elementary and junior high classes, all students are assessed and placed in reading and math classes according to their achievement levels to ensure that they are challenged. Students have engaging lessons in core subjects as well as in music, art, and drama.

ACCOUNTABILITY: LPA uses the required state and federal testing instruments, as well as the Stanford Achievement Test and DIBELS. Teachers also use in-program assessments to collect and collaboratively analyze data at weekly meetings.

INNOVATIVE TEACHING: Because LPA has a certified teacher and a qualified paraprofessional instructor in each elementary classroom, teachers can teach reading and math in small groups. Teachers are trained in the classical education trivium and in direct instruction, allowing them to focus on student progress and mastery.

TEACHERS' INVOLVEMENT: Teachers seek training by Quantum Learning on research in brain development to develop effective teaching strategies, which they continually incorporate to improve lesson planning, preparation, and presentation. Teachers also work together to create cross-curricular lessons and actions plans for students in need.

PARENTS' INVOLVEMENT: LPA has five parents serving on the Governing Board. Also, Builders, the school's parent-volunteer organization, has many parents involved in book fairs, culminating activities, field trips, etc. In addition, parents serve on LPA's Land Trust Committee, run the Jr. High Social Leadership program, and coach various sports teams.

IMPACT: LPA's 2007 CRT scores demonstrate that 87 percent of students were proficient (scored sufficient or substantial) in language arts, while 86 percent of our students were proficient in math. According to DIBELS, those students who started at LPA below benchmark made significant progress toward benchmark.

SUCSESSES: The school's stakeholders all worked together to make real strides in LPA's second year of operation. Students were challenged academically. They also enjoyed a new playground built by volunteers. Students had stronger guidelines and expectations in common areas of the school, which resulted in reduced tardiness. Students also performed more in assemblies and LPA's first school play, *Alice in Wonderland*.

LIBERTY ACADEMY

1195 South Elk Ridge Road, Salem, UT 84653
www.libertyacademycs.org 801-794-2226
Director: Chris Crippen/Rob Muhlestein
Rep. Michael Morley Sen. Mark Madsen
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006
Number of students: 292
Grades served: K-12
Number of teachers: 13
Average classroom size: 22
Number of volunteer hours: 1,500



Home of the Patriots

MISSION: The mission of Liberty Charter School is to assist students to achieve a high academic proficiency in core subjects and to empower students to become responsible citizens.

GOALS/PROGRESS: Liberty has started the state-required accreditation process and is working toward desired results for student learning (DRSLs) that reflect the school's charter and involve input from parents, students, and the community.

LEARNING OPPORTUNITIES: Liberty uses Core Knowledge and Saxon Math as important supports of the students' education. In addition, Liberty has optional specialized classes in the fine arts, technology, P.E., and foreign languages.

ACCOUNTABILITY: Liberty has worked very hard on teaching students that academics are the first priority, and that is the school's focus. The school has also implemented an innovative citizenship/behavioral program.

INNOVATIVE TEACHING: Using the State Core as a foundation, Liberty's teachers have offered English and history classes from fine arts, sports, and business perspectives. The goal is to focus on individualizing education for each student.

TEACHERS' INVOLVEMENT: Liberty has asked its teachers to work on innovation in the classroom. The school's focus is to improve education for each student at Liberty, and to help them succeed at their level.

PARENTS' INVOLVEMENT: Parents have responded with many hours of support for the school. Liberty's parent organization has been a great addition to the school.

IMPACT: Liberty has succeeded in creating an atmosphere that is conducive to academic achievement.

SUCCESSSES: Liberty Academy has made the needed adjustments to succeed in its area. The school is excited to continue its progress as an academic institution.

LINCOLN ACADEMY

1582 West 3300 North, Pleasant Grove, UT 84062

www.lincoln-academy.org 801-756-2039

Director: Mark Dennison

Rep. Craig Frank

U-PASS: Yes

Sen. John Valentine

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005

Number of students: 542

Grades served: K-9

Number of teachers: 26

Average classroom size: 25

Number of volunteer hours: 10,000



Look out world...here we come!

MISSION: "To inspire children to love learning and to empower them to explore and achieve their individual potential."

GOALS/PROGRESS: Lincoln's goal is to help children succeed in academics and life. A challenging curriculum, hands-on activities, and a strong base in character education help the school to achieve these goals.

LEARNING OPPORTUNITIES: Lincoln Academy levels all students at appropriate math and reading levels. This allows a student to progress to his or her highest potential. Educating the whole student is essential at Lincoln; consequently, students are exposed to all core classes as well as electives such as art, journalism, and broadcasting.

ACCOUNTABILITY: The school utilizes NWEAs, in addition to the standard CRT and Iowa assessments to evaluate each student.

INNOVATIVE TEACHING: Quantum Learning is a teaching delivery system based on retention, transference of data from short-term to long-term memory, and recall of curriculum information. Teachers use Orton Gillingham, a hands-on, tactile, visual, and auditory approach, to teach reading. Innovative techniques increase student learning.

TEACHERS' INVOLVEMENT: Lincoln's teachers are regularly trained in new teaching models. They are encouraged to share their success and failure with each other. Teachers are a team striving to meet the goal of improving student learning. Teachers are an intricate part of the school's annual improvement plan, taking administrative roles.

PARENTS' INVOLVEMENT: Over 12,000 hours are spent by parent volunteers serving on Improvement Plan Committees, Assessment Evaluation Committees, Parent Councils, and School LAND Trust Grant Committees, as well as classrooms and after-school programs.

IMPACT: Lincoln has certified in the top 10 percent in the Iowa assessments nationally each year of operation. Last year, with the help of character education, the school's office referrals decreased 50 percent.

SUCCESSIONS: Lincoln Academy encourages parent involvement and often reports statistics of over 10,000 volunteer hours. A parent committee solicited classroom sponsors that invested over \$10,000 in our students. This combined effort contributes to powerful cost reduction, academic performance increase, and a sense of personal ownership for their students' success in school.

MOAB CHARTER SCHOOL

358 East 300 South, Moab, UT 84532
moabcharterschool.org 435-259-2277
Director: Bambi Steiner
Rep. John Mathis Sen. Mike Dmitrich
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004
Number of students: 39
Grades served: K-6
Number of teachers: 3
Average classroom size: 15
Number of volunteer hours: 500



Learning from an artist in residence

MISSION: Moab Charter School is dedicated to meeting state standards of instruction while meeting every child's unique needs through project-based, hands-on learning fully integrating general academics with science, art, and a global perspective.

GOALS/PROGRESS: MCS has set the goal of bringing every student closer to academic proficiency at a minimum rate of five percent per year until they reach proficiency, and then increase skills until grade level assessments are mastered with 90 percent accuracy. Overall, students have increased in their proficiency; however, the special needs students made great progress, with many of them taking great leaps.

LEARNING OPPORTUNITIES: Lincoln's programs include project-based learning, outdoor education, music and art integrated curricula, world languages, individualized attention, multi-grade classes of ≤ 15 students per class, after-school activities, a climbing wall, artist residencies, and arts in education projects.

ACCOUNTABILITY: MCS maintains sound financial and educational accountability. MCS administers the CRT using computer-based testing and passed U-PASS with 100 percent participation rates, as well as participating in all other state-mandated tests.

INNOVATIVE TEACHING: Project-based learning, arts integrated curricula, outdoor education, and place-based education are the vehicles for teaching students the Utah Core and more to allow them to develop their full academic, human, and creative potential.

TEACHERS' INVOLVEMENT: The teachers of Moab Charter School are highly involved with the development of curriculum, developing innovative projects and activities for the students. Their enthusiasm and passion for teaching is evident in all that they do.

PARENTS' INVOLVEMENT: There is a Parent Council, which is active in supporting various student activities, events, and fundraising. The Parent Council is also consulted on educational and some funding decisions. The parents of Moab Charter School have been active volunteers in food service, positive behavior programs, and classrooms.

IMPACT: Increased parental, staff, and community involvement has made a tremendous difference for the school. Project-based research has had a profound effect upon on the students, especially when parents and other community members are involved. The strength of community support is fostering students' enthusiasm.

SUCCESSIONS: Every student who chooses MCS is a success, because it indicates that he/she has found a more suitable approach for his/her individual learning style.

MONTICELLO ACADEMY

2782 South Corporate Park Drive, West Valley City, UT 84120

www.monticelloacademy.net 801-417-8040

Director: Kim Coleman

Rep. Janice Fisher

U-PASS: Yes

Sen. Fred Fife

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 749

Grades served: K-9

Number of teachers: 38

Average classroom size: 25

Number of volunteer hours: 10,100



Character—Wisdom—Achievement

MISSION: To provide a superior education for K-9 students by placing a high priority on academic achievement and college preparation, fostering traditional American values of hard work and strong moral character, and encouraging parents to resume their rights and responsibilities to influence the education of their children.

GOALS/PROGRESS: Monticello met or exceeded all of its academic goals.

LEARNING OPPORTUNITIES: Students experience a variety of learning opportunities not commonly found in traditional public schools, such as Mandarin Chinese from third grade, reinstitution of physical education, and a strong art and music focus.

ACCOUNTABILITY: Monticello continues to improve its accountability structures and protocols by developing automatic data collection programs with frequent review and analysis. This analysis then drives decisions.

INNOVATIVE TEACHING: Monticello continues to implement the Singapore Math Method school-wide in grades K-9. Teachers continue to find innovative applications for the rich technology available in each classroom, including interactive whiteboards and fiber connectivity.

TEACHERS' INVOLVEMENT: Many teachers have participated on formal and informal committees designed to improve curricula and programs. Numerous teachers have served as subject area department chairs and grade-level team leaders to promote collaboration and alignments.

PARENTS' INVOLVEMENT: Parental involvement remains at a high level, with widespread participation in classrooms and in school-wide projects.

IMPACT: Monticello continues to draw interest from multiple towns and municipalities through outreach efforts and word of mouth.

SUCCESSIONS: Monticello students continue to experience exceptional scores on state and national testing. Student enrollment is stabilized in its second year. Finances continue to be healthy and strong.

MOUNTAINVILLE ACADEMY

195 South Main Street, Alpine, Utah 84004
www.mountainvilleacademy.org 801-756-9805
Director: Wade Glathar
Rep. John Dougall Sen. Howard Stephenson
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006
Number of students: 676
Grades served: K-8
Number of teachers: 34
Average classroom size: 25
Number of volunteer hours: 20,000



Chess is a favorite among the students

MISSION: In partnership with parents, Mountainville Academy's mission is to employ an educational environment that promotes both academic and personal excellence, as well as appreciation of heritage and cultures and a love of learning to assist students in acquiring confidence, knowledge, skills, and character.

GOALS/PROGRESS: MA has seen success in its specific emphasis on language arts and mathematics and professional development/curricular training, as evidenced in results of assessments and proficiency testing. Through regular communication methods outlined in its goals, the school continues to make progress in establishing a partnership between parents and teachers in being focused on the same educational goals.

LEARNING OPPORTUNITIES: In addition to the daily curriculum, Mountainville Academy offers learning opportunities in band, orchestra, guitar, chess, volleyball, basketball, and after-school art and science clubs. Its middle school music program and instruction includes a state-of-the-art clavino lab.

ACCOUNTABILITY: MA's math and reading programs call for an assessment or "checkout" every 5-10 lessons. Frequent assessments allow teachers to make sure that each student is learning at his/her optimal level.

INNOVATIVE TEACHING: Mountainville Academy groups students according to ability for both math and reading instruction. The school has adopted the Core Knowledge Sequence as its base curriculum, and has progressed in its efforts to become an official Core Knowledge School.

TEACHERS' INVOLVEMENT: Teachers serve on the school's Curriculum Committee, and also serve as trainers for professional development for areas in which they have expertise. Teachers are set up in grade-level teams, which meet weekly for the purposes of planning, development, and communication.

PARENTS' INVOLVEMENT: The school's Board of Trustees, as well as the School Administrative Council, are comprised of parents, both elected and appointed. Parents also head numerous school committees and the Family Service Organization.

IMPACT: Impact is seen in the advancement of students in the school's leveled programs when they are ready for more challenging work. Each year Mountainville Academy has met AYP standards, and has scored above state averages in many subjects across the grades the school serves.

SUCCESSIONS: In addition to everyday successes, the school has had six students place at the Regional Science fair at BYU, 10 out of 12 winners for its post in the VFW Patriot's Pen Essay Contest, and an eighth grade winner of the statewide Dr. Martin Luther King, Jr. Essay Contest.

NAVIGATOR POINTE ACADEMY

6844 South Navigator Drive, West Jordan, UT 84084
www.npacademy.org 801-840-1210
Director: Judy Farris
Rep. Eric Hutchings Sen. Michael Waddoups
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005
Number of students: 501
Grades served: K-9
Number of teachers: 27
Average classroom size: 25
Number of volunteer hours: 3,500



Navigator Pointe Academy

MISSION: NPA focuses on maximizing the academic achievement of each student and instills in students the ideals and habits of virtuous living.

GOALS/PROGRESS: Students are making measurable academic progress, as indicated by internal program assessments and state and national standardized testing results. Positive character development is evident through the daily deeds and words of students.

LEARNING OPPORTUNITIES: Classical education principles guide instruction and learning at NPA. Research-based and field-tested reading and math programs—combined with an engaging, content-rich curriculum of science, history, literature, music, and art—form a strong foundation for student learning. Opportunities for understanding, practicing, and modeling virtuous living are integrated in daily instruction.

ACCOUNTABILITY: NPA teachers teach to mastery, and regularly measure the academic progress of each student using a variety of internal and standardized assessment methods. Assessment data, combined with observations and standardized testing data, drive instruction.

INNOVATIVE TEACHING: Instruction includes a variety of effective teaching methods, including direct instruction, the Socratic method, ability grouping, and CHAMPS/Safe and Civil School behavior management.

TEACHERS' INVOLVEMENT: Teachers from each grade level act as leaders and mentors for the various components of NPA's curriculum and methodologies. They design engaging, challenging lesson plans, units, and academic guides to teach the state core and the NPA specific curricula, and they analyze and evaluate the effectiveness of the design and implementation of the learning program for all students.

PARENTS' INVOLVEMENT: All current board members are parents. All parents are members of the school's parent organization, and most volunteer regularly. Parents are welcome to give regular feedback to the school through the school director's "open door" policy, the annual parent survey, and public comment at governing board meetings.

IMPACT: NPA students taking the national Iowa standardized test exceeded the state and national standards. Students met or exceeded proficiency levels for the Utah CRTs, with high language arts proficiency in grades one through three. Additionally, NPA students are developing the habits of respect and responsibility—important both to their personal growth and to our nation's citizenry.

SUCCESSSES: NPA's 2008 school improvement surveys indicated that 95 percent of parents are satisfied with NPA, citing the school's curriculum, leadership, and teachers as strengths. Student surveys praised caring teachers, interesting lessons, and the school values. NPA celebrates daily successes—teachers engaging in high-quality instruction, students achieving academic goals, students demonstrating self-discipline both academically and socially, and parents supporting their children's educational experiences.

NOAH WEBSTER ACADEMY

205 East 400 South, Orem, UT 84058
www.noahwebsteracademy.org 801-426-6624

Director: Rick Kempton

Rep. Bradley Daw

U-PASS: Yes

Sen. Margaret Dayton

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 513

Grades served: K-6

Number of teachers: 21

Average classroom size: 25

Number of volunteer hours: 7,800



A winning smile!

MISSION: Assist parents in their stewardship of developing the hearts and minds of children by creating a safe and nurturing environment of classical education that fosters patriotism, cultural literacy, moral virtue, individuality, self-government, and excellence, inspiring a lifelong love of learning, leadership, and service.

GOALS/PROGRESS: (1) Improve student learning: Five of six grades were at or above the 80 percent mastery level in math. (2) Disciplined attendance: Improved by nine percent. (3) Certified teachers: 100 percent. (4) Faculty, parents and students are partners sharing the responsibility for education and focused on the same educational goals: Yes. (5) NWA is a safe school: Yes. (6) Faculty is trained and implements NWA's curriculum that tracks to state standards: Yes.

LEARNING OPPORTUNITIES: Noah Webster Academy recognizes that students learn in different ways. Therefore, the school utilizes various methods of instruction, such as multi-sensory instruction, direct instruction, and Socratic instruction. NWA also uses technology in each classroom and offers choir, Writer's Workshops, and Medieval and Roman festivals.

ACCOUNTABILITY: With a goal of challenging each scholar to stretch and grow, NWA measures and tracks each scholar's growth throughout the year. Each teacher then adapts his/her teaching to meet the needs of individuals.

INNOVATIVE TEACHING: NWA has implemented Quantum Learning across the school. Quantum Learning teaches the school's teachers knowledge, methods, and principles to facilitate learning by each scholar.

TEACHERS' INVOLVEMENT: Many of the teachers have been asked to model their effective teaching styles for other teachers. In addition to regular faculty meetings where ideas and suggestions are discussed, each grade has a "lead" teacher who meets regularly with the administration regarding the design and implementation of the learning program.

PARENTS' INVOLVEMENT: The NWA Parent Organization President, along with three other parents, is a member of the school's Board of Trustees. NWA's Director serves on the Parent Organization Board. In addition to these formal relationships, the school has had over 7,800 hours of volunteer service in classrooms and during other school activities.

IMPACT: The school is meeting or exceeding the majority of its stated goals. It also made AYP in its first year.

SUCCESSSES: NWA has a dynamic group of teachers, most of whom are returning for the next school year. Making AYP in the school's first year was a major success. NWA ended the year with a long waiting list, which is another evidence of success. NWA had state winners from its Writer's Workshop. The following quote sums up the excitement for the school's successes: "This is exactly the school I have been looking for my children to attend!"

NORTH DAVIS PREPARATORY ACADEMY

1765 West Hillfield Road, Layton, UT 84041
www.northdavisprep.org 801-547-1809
Director: Deborrah Gomberg
Rep. Douglas Aagard Sen. Sheldon Killpack
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004
Number of students: 502
Grades served: K-6
Number of teachers: 19
Average classroom size: 25
Number of volunteer hours: 18,868



Fourth grader to become an accomplished artist

MISSION: North Davis Preparatory Academy students develop a love of learning, experience high academic achievement, and enjoy high bi-literate proficiency.

GOALS/PROGRESS: The goals of North Davis Preparatory Academy are to implement an effective system of interventions for struggling readers, and to define a clearer focus of our vision statement. Data in reading fluency shows that the school's students have improved their fluency significantly over the year before. NDPA is focusing on Spanish language immersion, concept-based learning, and the interdisciplinary joining of the Spanish focus and core curricula.

LEARNING OPPORTUNITIES: NDPA's teachers produce interdisciplinary or thematic units. These units require students to present a display including all their projects, research, reports, etc. at the school's Annual Gallery.

ACCOUNTABILITY: NDPA's accountability measures, although varied, are not new.

INNOVATIVE TEACHING: NDPA's teaching methods are becoming more inquiry-based, with discovery learning and scientific, mathematical, and literacy-driven activities.

TEACHERS' INVOLVEMENT: The teachers have designed interdisciplinary thematic units to enhance the curricular focus.

PARENTS' INVOLVEMENT: NDPA's parents are under the direction of the NDPA Parent Organization, which serves as academic team leaders for each grade.

IMPACT: Approximately 80 percent of NDPA's students achieve at grade level in reading and math. The school has made AYP every year since it opened.

SUCCESSIONS: NDPA is pleased with the stability of its teaching staff and student body. Due to this stability, NDPA has been able to bring its community closer together and begin to focus on the school's growth and development.

NORTH STAR ACADEMY

2920 West 14010 South, Bluffdale, UT 84065
www.North-StarAcademy.com 801-302-9579

Director: Mike Bennett

Rep. Todd Kiser

U-PASS: Yes

Sen. Howard Stephenson

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005

Number of students: 328

Grades served: K-9

Number of teachers: 27

Average classroom size: 25

Number of volunteer hours: 20,000



Students stick together at North Star

MISSION: All students at North Star Academy will be taught to be good citizens and positive contributors to society through the implementation of a challenging curriculum in a safe environment. Instruction will be individualized according to each person's learning styles, strengths, interests and diverse needs.

GOALS/PROGRESS: Every teacher receives staff development training in differentiated instruction, Core Knowledge, the Schoolwide Enrichment Model (SEM) of education, Balanced Literacy, and use of the Six Traits of Writing model.

LEARNING OPPORTUNITIES: NSA uses a Total Talent Portfolio, as well as Enrichment Clusters (ECs). ECs are multi-age groups of students who meet the last 90 minutes of the school day on Friday afternoons with a facilitator to work on a project based on similar interests. The goal is to apply knowledge and skills to produce a product, etc.

ACCOUNTABILITY: Both formative and summative assessments have been used to determine what students have learned and what they still need to learn in order to be at or above grade level in all core subjects.

INNOVATIVE TEACHING: All teachers are using the following practices to some extent: Guided, leveled reading practice, multiple comprehension strategies, differentiated instruction techniques for varied learning styles, and literacy across all areas of the curriculum.

TEACHERS' INVOLVEMENT: In short, every teacher has a learning profile on each student, complete with achievement data, test data and achievement improvement tracking.

PARENTS' INVOLVEMENT: Parents are very involved at North Star Academy, and agree to put in at least 20 hours each year of volunteer effort at the school that will enhance student learning or promote extracurricular activities. They also help in almost every classroom by tutoring students in all basic academic areas.

IMPACT: Many extracurricular activities have taken place thanks to parents, including one-on-one tutoring with students, office help, and school enrichment activities. Student reading, writing, and math scores increased thanks to the dedication of parent volunteers.

SUCCESSSES: The success of North Star Academy and its students is evident when one looks at the achievement of the students in terms of both scores and motivation. Success also occurs because the school has exceptional enrichment activities where students get the chance to explore several subjects in greater depth. The school's consistently long waiting list is clear evidence of continued success in the eyes of its current and potential parents.

NORTHERN UTAH ACADEMY FOR MATH ENGINEERING AND SCIENCE (NUAMES)

2750 North University Park Boulevard, Layton, UT 84041

www.nuames.org

801-402-5920

Director: Rob Stillwell

Rep. Curtis Oda

Sen. Sheldon Killpack

U-PASS: Yes

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004

Number of students: 500

Grades served: 10-12

Number of teachers: 17

Average classroom size: 16

Number of volunteer hours: 300



Collaboration in the NUAMES Chemistry Lab

MISSION: The Northern Utah Academy for Math, Engineering and Science, an Early College Charter High School, in partnership with Weber State University, is in the business of producing future college graduates in the fields of math, engineering and science.

GOALS/PROGRESS: NUAMES' goal is to help students enter Weber State University while still in high school, at no cost in tuition and fees to their families. In the fall of 2007, NUAMES had 74 early college students. In the spring of 2008, the school had 97 early college students—an increase of 23 students.

LEARNING OPPORTUNITIES: Students can receive concurrent enrollment credit in 10th grade with Project Lead the Way Engineering classes.

ACCOUNTABILITY: NUAMES is improving on all tests.

INNOVATIVE TEACHING: Engineering courses are project based.

TEACHERS' INVOLVEMENT: Teachers have the most significant impact on students. Teachers teach the core and more.

PARENTS' INVOLVEMENT: Three parents serve on the Board of Trustees, eight parents serve on the Community Council, and numerous parents volunteer in various capacities.

IMPACT: NUAMES, through scholarships, saved students' families \$250,000 this year.

SUCCESSIONS: Seventy-five of 77 NUAMES seniors graduated (a graduation rate of 94 percent).

ODYSSEY CHARTER SCHOOL

738 East Quality Drive, American Fork, UT 84003
www.odysseycharter.net 801-492-8105
Director: Nyman Brooks
Rep. Craig Frank Sen. John Valentine
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005
Number of students: 440
Grades served: K-8
Number of teachers: 20
Average classroom size: 24
Number of volunteer hours: 12,543



Jump for joy—we go to Odyssey!

MISSION: Odyssey Charter School is a community of parents and educators working together to prepare students with the intellectual, cultural, moral, and physical balance necessary to successfully navigate the human experience.

GOALS/PROGRESS: Odyssey continues to monitor individual student progress and provide individualized instruction in language arts and math; implement a full inclusion, three-tiered, RTI model (adding a fourth tier for gifted students); strengthen science instruction by enhancing it with the Core Knowledge curriculum; implement EYE; and prepare for 2008-09 implementation of ECRI (Exemplary Center for Reading Instruction) methodology for language arts school-wide.

LEARNING OPPORTUNITIES: Odyssey offers leveled instruction in math and language arts, state standards enhanced by the Core Knowledge curriculum, foreign language instruction in Latin in grades four through eight, K-8 music instruction using the Kodaly method, and compensatory language arts instruction using the Spalding Method.

ACCOUNTABILITY: USU Schools of the Future surveys are completed annually by parents, students and staff; in addition, there is the Core Knowledge School certification process, ECRI consulting/coaching, DIBELS, and U-PASS testing.

INNOVATIVE TEACHING: Odyssey presents reading and math via direct instruction to leveled learning groups of 8-12 students, supplements basic state standards for a fuller educational experience, and teaches music K-8 using the acclaimed Kodaly Method.

TEACHERS' INVOLVEMENT: Teachers are involved in numerous committees and teams, including a shared governance committee to find school-wide solutions, a team to coach/conduct Core Knowledge curriculum instruction, recommending student movement between leveled learning groups, teacher-assisted teams to monitor student behavior and progress, and mentor teams.

PARENTS' INVOLVEMENT: A thoughtfully developed and robust parent outreach program engages parents in myriad activities, including library development, newsletter creation and distribution, curriculum enhancement events, student incentive events, curriculum and textbook research, staff benefits research and selection, and an average of 51 hours' service per family.

IMPACT: Odyssey's students scored above national norms on ITBS composite scores in the third and fifth grades, met AYP standards, and compare favorably with local traditional and charter public schools. Student retention continues to rise each year.

SUCCESSIONS: In the past year, Odyssey has debuted school-wide Kodaly music instruction, opened the school library (designed and executed entirely by parents over two years and 2,000 hours), had all students *individually* tracked on OCS's three-tier model; recognized as "outstanding" in UPIPS Special Education audit and in statistical reporting, experienced a significant decrease in office referrals resulting from PBS program implementation, and implemented 100 percent Computer-Based Testing implementation for CRTs.

OGDEN PREPARATORY ACADEMY

2221 Grant Avenue, Ogden, UT 84401
www.ogdenprep.org (801) 627-2066
Director: Kathy Thornburg
Rep. Neil Hansen Sen. Jon J. Greiner
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2003
Number of students: 565
Grades served: K-9
Number of teachers: 25
Average classroom size: 25
Number of volunteer hours: 4,000



Cooperative project

MISSION: The Mission of Ogden Preparatory Academy, through a bilingual education, is to instill in all of its students a passion for learning, a readiness to address the challenges of the world, and the competence to thrive as productive and responsible citizens in our global community.

GOALS/PROGRESS: Ogden Preparatory Academy has made significant gains in the areas of language arts, math, and science over the course of the 2007-08 school year.

LEARNING OPPORTUNITIES: Students enrolled in the school's program are provided with Spanish language acquisition throughout the day. Before- and after-school opportunities are provided in math, music, dance, voice, Spanish, cross-country, soccer, and book clubs. Peer tutoring and peer mediation provide leadership opportunities.

ACCOUNTABILITY: Students are DIBELS tested three times a year. These results drive the interventions delivered to identified students. The curriculum is back-mapped in language arts, math, and science.

INNOVATIVE TEACHING: OPA teachers meet weekly to evaluate data, discuss student achievement, and determine which effective strategies will be used to teach specific content. Three-tiered instruction is being implemented in language arts as well as in math. Project-based learning is used to encourage student choice and responsibility.

TEACHERS' INVOLVEMENT: Teachers work in teams. Cross-curricular lessons are developed to promote student connections with the real world. Technology is used extensively in lesson implementation. The staff is continually assessing the safety and climate of OPA.

PARENTS' INVOLVEMENT: OPA's parent involvement is exceptional. The parent organization works closely with the administration and teachers to move the school towards its mission statement. Parents contribute their time on a daily basis by providing activities for students before, during, and after school.

IMPACT: On the science CBTs, students showed an overall eight percent gain in the total percentage correct scores for grades four through eight. Language arts scores showed an overall six percent gain in the total percentage correct scores for grades two, three, four, and eight. Math scores improved by nine percent in grades two through six, and by five percent in elementary algebra.

SUCCESSIONS: Fifteen of OPA's students were chosen to have work published in a nationally recognized poetry anthology. The school's seventh grade math team came in second in the state's math competition. Twelve students received awards at the Weber State Science Fair, and one of these students went on to the state competition. Three secondary students received awards in the "Escribo Espanol" writing contest.

OPEN CLASSROOM CHARTER SCHOOL

134 D Street, Salt Lake City, UT 84103
www.ocslc.org 801-578-8144
Director: Jeff Herr
Rep. Ralph Becker Sen. Scott McCoy
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2007
Number of students: 309
Grades served: K-8
Number of teachers: 24
Average classroom size: 13
Number of volunteer hours: 33,480



Panning for "gold"

MISSION: Open Classroom is an innovative parent-cooperative school that invites children, teachers, and parents to collaborate as a community to inspire and celebrate the adventure of learning. The Open Classroom community, in a cooperative learning environment, will empower children to become responsible, life-long learners.

GOALS/PROGRESS: One goal was to strengthen the academic program. The school's faculty began a program of specialization: a teacher specializes in an academic field, then becomes a teacher-leader to help other teachers in that area, or becomes responsible for teaching the subject to all students in a grade level group. Evaluations indicate the program has helped children academically, including dramatic improvement in early reading skills.

LEARNING OPPORTUNITIES: With parent leadership, Open Classroom has developed a new World Language Program, with each student receiving instruction in Spanish or French at least twice weekly. For older children, the school has also developed Explore courses that allow parents and teachers to share their expertise in ways that tie in with the Core Curriculum.

ACCOUNTABILITY: Open Classroom has initiated parent/teacher conversations about ways to strengthen its academic program, and about standardized test results. Parents also see progress and growth as they participate weekly in the classroom.

INNOVATIVE TEACHING: Parents' weekly participation in the classroom lowers the adult/child ratio and facilitates small group learning. To enhance learning, the school uses hands-on experiential and authentic learning experiences, community resources, frequent enriching field trips, and best teaching practices.

TEACHERS' INVOLVEMENT: Teachers formed grade level teams to coordinate curriculum and learning projects and to mentor each other. Teachers also participate by serving on parent/teacher committees that address curriculum, school policy, and governance. They also facilitate frequent classroom meetings with their students' parents.

PARENTS' INVOLVEMENT: The most important part of parents' involvement is their contribution of three hours each week per child in the class. Every parent also serves on a school committee (e.g., the budget committee) and attends frequent class meetings. Many also sit on the Steering Committee, which is responsible for school policy.

IMPACT: As a charter school, Open Classroom is now able to serve students in seventh and eighth grades, and nearly twice as many K-6 students as an optional district program. Its impact has reached overseas; it recently hosted seven South Korean education professors who had studied an academic review of its program.

SUCCESES: Open Classroom completed its development of a middle school curriculum, and graduated its first eighth grade class. It has grown from six to 17 classrooms, and no longer has to turn away as many students. It created teams of teachers that work together to better meet the needs of children. Parents also launched an award-winning healthy lunch program and initiated creation of a Word Language program.

PARADIGM HIGH SCHOOL

11577 South 3600 West, South Jordan, Utah 84095
www.paradigmhigh.com 801-676-1018
Director: Scott Jones
Rep. Steven Mascaro Sen. Carlene Walker
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened Fall, 2006
Number of students: 219
Grades served: 9-12
Number of teachers: 19
Average classroom size: 20
Number of volunteer hours: 4,000



Future leaders in action

MISSION: Paradigm's mission is to inspire the development of essential leadership and critical thinking skills. The school's vision is to become a wellspring of statesmen and stateswomen who can read and think deeply, write profoundly, speak concisely, and lead with integrity in every path they pursue.

GOALS/PROGRESS: Students improved in community service skills and in finding direction for life mission statements. The school improved as a whole by attracting more teachers and administrative staff who were experienced in the school model.

LEARNING OPPORTUNITIES: Paradigm High School offers a leadership education through student-based rather than teacher-based learning. The school has a relevance- and classic-based curriculum. Students learn "how" to think, rather than "what" to think, and learn to proactively harness their talents and knowledge to build their communities.

ACCOUNTABILITY: Paradigm's assessment rubric includes the opportunity to obtain a "5" (above an A) in any class by proposing and completing a project that goes beyond the class expectations. This encourages student proactivity.

INNOVATIVE TEACHING: Paradigm uses Socratic discussion to help students consider different perspectives and form their own conclusions. Projects are used as part of the curriculum so that students receive hands-on experience and application.

TEACHERS' INVOLVEMENT: Paradigm teachers are called "mentors" because they mentor the students in taking responsibility for their own education. They use classics and textbooks as resources and write their courses to include student-led learning projects. Teachers have a strong voice in the methods and curriculum of the school.

PARENTS' INVOLVEMENT: Parents make up 100 percent of the governing board at Paradigm High School. All of the parents are a part of one or more FSO (Family School Organization) committees and help to direct the different needs of the school. The end-of-year parent survey provides an ideal vehicle for parents to give input to school direction.

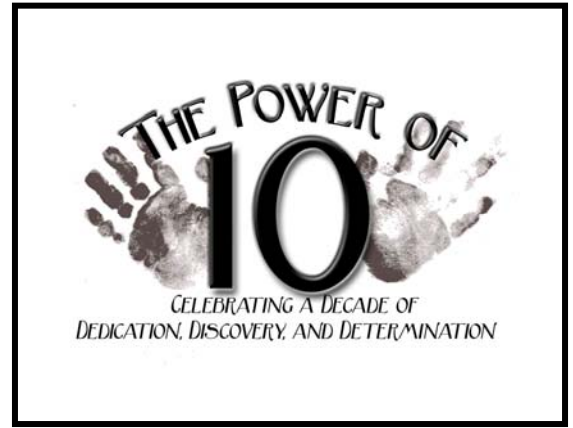
IMPACT: Two seniors finished early in the year and went on to enhanced college opportunities. Many students have experienced an opportunity to lead, such as teaching ballet or writing a school constitution.

SUCCESSIONS: One student won first place in two categories in the state FBLA convention; a student published an original book; a student was chosen for a full-ride scholarship to Germany; a student won the \$2,000 Energy Solutions scholarship; and another student professionally recorded an original full-scale cantata. Parent comment: "My student had a tremendous improvement in grades because the teachers inspire and [are] dedicated."

PINNACLE CANYON ACADEMY

210 North 600 East, Price, UT 84501
www.pcaschool.com 435-613-8102
Director: Roberta Hardy
Rep. Brad King Sen. Mike Dmitrich
U-PASS: No AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 1999
Number of students: 422
Grades served: K-12
Number of teachers: 36
Average classroom size: 20
Number of volunteer hours: 3,200



Our children, our school, our future

MISSION: PCA, a public charter school, provides technology-integrated academics that exceed the standards of the State Core Curriculum. PCA uses a variety of ongoing assessments, interventions, and current research practices in an effort to maximize the academic experience of each student.

GOALS/PROGRESS: PCA collaborates with parents, students, teachers, and the community to emphasize academic standards while simultaneously promoting the character development of students for a lifelong journey into learning.

LEARNING OPPORTUNITIES: Students at Pinnacle High attend college at the College of Eastern Utah (CEU). Beginning in seventh grade, students are placed on CTE tracks, and college classes are tailored to their interests. Students are provided with every opportunity to graduate from CEU and from Pinnacle High school.

ACCOUNTABILITY: Accountability at PCA comes through the governance structure. Pinnacle utilizes the Professional Learning Community (PLC) model of leadership. Teachers and para-educators are arranged in groups with PLC leaders.

INNOVATIVE TEACHING: Students at Pinnacle are taught with a variety of methods, from direct instruction to hands-on learning. Pinnacle High offers many opportunities for students to excel through college classes, CTE program, flight instruction, and work experiences.

TEACHERS' INVOLVEMENT: All teachers at Pinnacle work with students after school from 3:00-3:30. Teachers visit each home before school begins; they meet parents and students in their own environment and share information concerning instruction, dress code, etc.

PARENTS' INVOLVEMENT: Parents are asked to volunteer a minimum of four hours per month. Parents work in classrooms, make instructional tools for teachers, and read to children.

IMPACT: Pinnacle's impact on the surrounding community is important in that it provides families in two counties with a choice. The surrounding school district each have only one high school, and Pinnacle offers students and families a third option.

SUCCESES: This is Pinnacle Canyon Academy's tenth year of operation. For ten years the school has had the same administration, stable finances, and stable enrollment. For each of the ten years, enrollment has increased. This will be the first year of having a twelfth grade and the first graduating class for Pinnacle. Pinnacle's theme this year is "The Power of Ten: Celebrating a Decade of Determination, Dedication and Dependability."

RENAISSANCE ACADEMY

3435 North 1120 East, Lehi, UT 84043

www.renacademy.org 801-768-4202

Director: Morgan Murdock

Rep. Kenneth W. Sumsion Sen. Howard Stephenson

U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 613

Grades served: K-8

Number of teachers: 35

Average classroom size: 25

Number of volunteer hours: 22,498



Wonder Days activity

MISSION: Renaissance Academy provides an environment where students can develop a lifelong love of learning through playing, wondering, exploring, and serving. The school's foundation is the Utah Core Curriculum, combined with curricula in world languages, technology, art and music and experiential learning.

GOALS/PROGRESS: In May of each year the Board of Directors, administration, teachers, staff, and parents meet to review progress toward goals and set new goals. The school met and surpassed its goals, including creating and implementing measurement tools for students and teachers and maintaining a safe environment, which included a positive behavior support system.

LEARNING OPPORTUNITIES: Renaissance Academy follows the Utah State Core Curriculum using Spalding and Houghton Mifflin. The school uses the Kodaly Concept in music and Meet the Masters in fine arts, and offers Spanish, Mandarin, and Arabic. After-school activities include basketball, ballroom dance, drama, chess and Spirit Club.

ACCOUNTABILITY: Administration, faculty, staff, and parents worked together to create a review process for all school employees. This includes goal setting, observations, and is administered twice a year.

INNOVATIVE TEACHING: Wonder Days are a culminating event where students participate in hands-on activities and field trips. Each event is a dynamic activity where cross-curricular activities provide each student with the opportunity to fulfill the school motto of "play, wonder, explore, and serve" in real-world situations.

TEACHERS' INVOLVEMENT: Teachers collaborate as grade level teams and with specialty teachers to continually refine the curriculum. Common preparation times each day and regular faculty meetings include training and time to review, evaluate, and implement teaching best practices and individual, grade level and school-wide goals.

PARENTS' INVOLVEMENT: The school's governing Board of Directors is made up of parents. The parent organization (the Family Engagement Committee) works closely with the VP of Students and Families, the Board of Directors, and the faculty. Each parent is asked to complete an in-class rotation twice a month and serve on one FEC committee.

IMPACT: Renaissance Academy uses state-of-the art teaching methods and technology to develop and instill in all students a love for learning. The school promotes high academic achievement and combines the spirit of enlightenment from the Renaissance Era with the innovation and knowledge of the Information Age.

SUCCESSSES: The school's Literacy Team wrote and implemented a peer tutoring program. The school also implemented STAR tutoring and had great success—especially in fifth grade, where there were several "at-risk" students who all graduated from the program and are no longer at risk. World Language Week provided students and parents with an opportunity to share students' learning and the cultures of different countries.

RONALD WILSON REAGAN ACADEMY

1143 W. Center Street, Springville, Utah 84663

www.reaganacademy.org 801-489-7828

Director: Warren Shenk

Rep. Aaron Tilton

Sen. Mark Madsen

U-PASS: Yes

AYP: No

2007-08 SCHOOL STATS: Opened fall, 2005

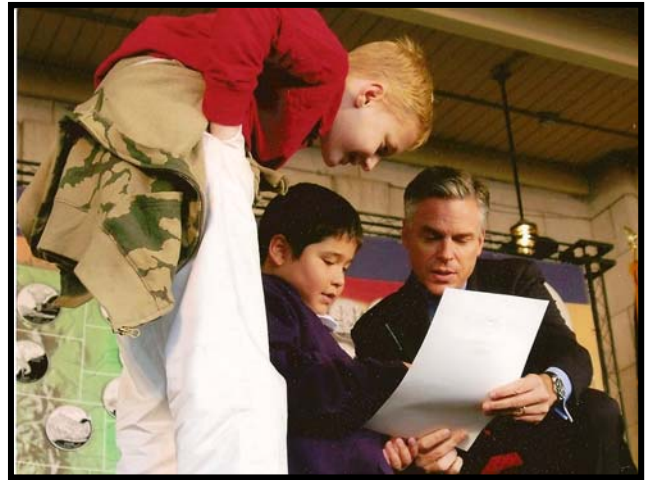
Number of students: 675

Grades served: K-8

Number of teachers: 35

Average classroom size: 25

Number of volunteer hours: 13,890



Reagan students and the Gov. on Utah Quarter Day

MISSION: Reagan Academy's Mission is to build an excellent academic foundation for all students, ensure that each child is challenged and progressing, and inspire integrity and a spirit of citizenship.

GOALS/PROGRESS: The goals of Reagan Academy include each student meeting targeted growth outcomes as well as state proficiency requirements. As of the end of the 2007-2008 school year, Reagan Academy has met state proficiency requirements. In addition, 50 percent of students scored above the projected growth target in reading, and 37 percent of students scored above that target in math.

LEARNING OPPORTUNITIES: Reagan Academy offers electives in an "extended learning program" and a wide range of after-school activities, in partnership with the parents. Teachers also integrate technology into the Core Curriculum with the use of mobile laptop labs that make it easier to place technology in the hands of the students.

ACCOUNTABILITY: The purchase of the MAP test, a computerized testing system, allows Reagan Academy to track the progress of students in math and language arts three times a year. The school can effectively monitor student gains and instructional programs.

INNOVATIVE TEACHING: Reagan Academy implements the Core Knowledge curriculum in addition to the Utah State Core Curriculum.

TEACHERS' INVOLVEMENT: Teachers meet, as grade level teams, to participate in the design and implementation of the curriculum. New information and proposals are given to the teachers for input and opinions before policy and curriculum changes are made.

PARENTS' INVOLVEMENT: As noted above, parents of Reagan Academy students documented nearly 14,000 hours of volunteer time in classrooms and other areas. This comes out to equal over 20 hours per individual student at the school. Parents also participated heavily on Collaborative Action Teams.

IMPACT: Impact is seen in the advancement of students in the leveled programs when they are ready for more challenging work. Each year the school has met AYP standards and has scored above state averages in many subjects across the grades that it serves.

SUCCESSIONS: As one parent says, "At my daughter's previous school she was not challenged, resulting in her being held back. I did not want my son to follow this same path. I want both of my children to be challenged academically. Reagan Academy has provided a challenge to my daughter. She is now two levels above her grade in math. Everyone I have met has exceeded my expectations. I could not have found a better place for my children."

SALT LAKE ARTS ACADEMY

844 South 200 East, Salt Lake City, UT 84111

www.saltlakeartsacademy.org 801-531-1173

Director: Amy Wadsworth

Rep. David Litvack

U-PASS: Yes

Sen. Scott McCoy

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2003

Number of students: 245

Grades served: 5-8

Number of teachers: 20

Average classroom size: 18

Number of volunteer hours: 1,500



Students meet with seniors to get life stories

MISSION: The Salt Lake Arts Academy exists so that students will become thoughtful, capable contributors to their communities, ready to take responsibility for shaping society's decisions and design.

GOALS/PROGRESS: Students will demonstrate proficiency and enduring understanding of language arts, social studies, science, foreign languages, mathematics, and the arts. Students will use their core training in the arts to expand meaning and creative interpretation to their work in the arts as well as in other content areas.

LEARNING OPPORTUNITIES: The school held a five-day fifth grade science camp that integrated the academy core, leadership skills, and community building. It has also developed and implemented a comprehensive, schoolwide leadership program.

ACCOUNTABILITY: The school has created Standards for Excellence that include skill mastery, preparation/effort, cooperation/attitude, and behavior.

INNOVATIVE TEACHING: Teachers collaborated to develop integrated, thematic curricula that require students to apply their knowledge, artistic training, and thoughtful analysis as a means of assessing for enduring understanding across all subjects.

TEACHERS' INVOLVEMENT: Teachers are at the center of curriculum design. The teachers also put together a set of standards for excellence that are the guiding rubric for student assessment. Each teacher is a Leadership advisor to a small group of students.

PARENTS' INVOLVEMENT: The school's governing board is comprised of a majority of current or former parents. Signature fundraising efforts are strongly supported by the school's community, both in terms of volunteer hours and financial contributions.

IMPACT: Salt Lake Arts Academy has created a strong school culture that teaches young people to be active members of their community, with artistic values that enable them to apply creative thinking to extend what they have learned.

SUCCESSIONS: The school created an original theatrical production that integrated student writing, acting, dancing, singing, and performing. It was also selected as one of four schools to receive the Ernest L. Boyer Best Practices award for leadership.

SALT LAKE SCHOOL FOR THE PERFORMING ARTS

2166 South 1700 East, Salt Lake City, UT 84106

www.saltlakespa.org 801-466-6700

Director: Shalee Schmidt

Rep. Larry Wiley

U-PASS: Yes

Sen. Ross I. Romero

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 109

Grades served: 9-12

Number of teachers: 7

Average classroom size: 20

Number of volunteer hours: 640



Self-directed warm-up "dynamics sequence"

MISSION: SLSPA is a college and career preparatory program that seeks to instill in its students the life skills of creativity, confidence, collaboration, communication and leadership through self-expression, by nurturing self-esteem, and by challenging the imagination.

GOALS/PROGRESS: Goals included an increased number of fine arts offerings and enhanced creativity and productivity through technology, as well as better awareness of student career choices. Outcome: SLSPA added seven new courses; iPods and computers were purchased for staff and teacher productivity; students also used computers for classwork; the Guidance Counselor met with all students to provide career search information; and teachers assigned career search projects.

LEARNING OPPORTUNITIES: Staff and faculty attended workshops/classes on Love & Logic, Grant Writing, Quickbooks, Guidance Counseling, Courageous Conversations, and more. Students attended master classes, workshops, conferences, and programs given by arts professionals, leadership trainers, and arts organizations.

ACCOUNTABILITY: Administrative and teaching staff assessed course and technology effectiveness. Staff assessed student participation and assessment data.

INNOVATIVE TEACHING: Teachers have developed self-start activities to encourage student focus, concentration, and participation. Teachers give multiple opportunities for student choreography, direction, and presentation of classroom ideas, information, and techniques.

TEACHERS' INVOLVEMENT: Teachers developed new curricula; produced and directed theatrical, dance, and musical performances; and helped each other in creative endeavors. They also supported each other by attending and substituting during performances.

PARENTS' INVOLVEMENT: Parents serve on the SLSPA School Board, as well as volunteering for school functions viz. productions and fundraising events. Parents also offer their expertise in advertising, marketing, directing, substituting, etc.

IMPACT: SLSPA's performing arts program has influenced the fine arts department of Highland High School. Highland's arts classes have increased due to the artistic presence of SLSPA. Students of SLSPA are proactive artists who create performance opportunities for fellow students and the community.

SUCSESSES: Students received highest awards/scholarships in drama and dance at the Shakespeare Festival Competition; the Drama Department received a nomination and was awarded a berth at the 2009 American High School Theatre Festival in Scotland. SLSPA's students achieved superior ratings at Region and State Drama and Solo & Ensemble Competition. Students received scholarships to summer and college performing arts programs.

SOLDIER HOLLOW CHARTER SCHOOL

2002 South Olympic Drive, Midway, UT 84049

www.myshcs.org 435 654-1347

Director: Charles E. Weber

Rep. Gordon Snow

U-PASS: Yes

Sen. Kevin T. Van Tassell

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 1999

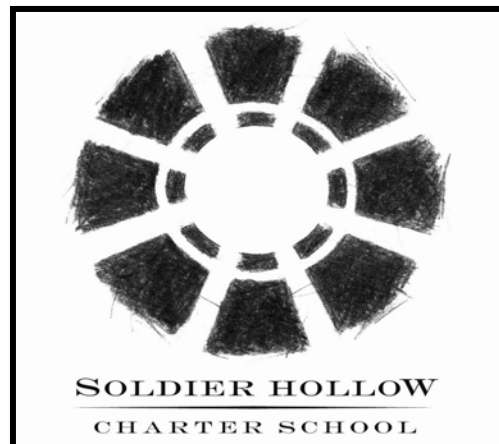
Number of students: 143

Grades served: K-8

Number of teachers: 10

Average classroom size: 20

Number of volunteer hours: 5,245



Soldier Hollow Charter School

MISSION: The mission of Soldier Hollow Charter School is to create a school that utilizes place-based education to foster autonomous, lifelong learning through knowledge of and responsibility for the environment. Soldier Hollow creates an innovative educational model that utilizes the natural outdoors as a classroom.

GOALS/PROGRESS: The school's goals are to have all students on grade level in reading and in math, and to be able to utilize that knowledge to be independent problem solvers. Soldier Hollow has invested in laptop computers to ensure that students are being challenged to meet the complex goals of the technology world. The school met the challenge of being a 100 percent computer-based testing school this year and had a successful experience.

LEARNING OPPORTUNITIES: With this school's wonderful environment, students are regularly taken to the outdoor classroom rather than trying to duplicate it indoors. It provides the school with the unique opportunity to allow students to see nature at work, as well as the mistakes we make by wasting the environment.

ACCOUNTABILITY: The school posts and informs students and parents of state standards in all curriculum areas. Teachers weave them into their lessons and help students understand that they will be tested on these items through the CRTs.

INNOVATIVE TEACHING: The school is developing a literacy program that will be second to none, and has strengthened its teaching approaches and lengthened literacy teaching time. The school has added basal instruction as well as leveled readers, word recognition, and retention activities in all areas of the curriculum.

TEACHERS' INVOLVEMENT: Teachers have been intricately involved in the process of assessing the program and making the changes necessary to make improvements. They have attended Words Their Way workshops, DIBELS assessment training, and Six Traits of Writing classes. All teachers are presently involved in technology training.

PARENTS' INVOLVEMENT: Parent involvement is a key to the school's success. Parents are involved in the classroom as volunteers, as well as in the STAR Tutoring program, field trips, Community Council, planning, PTO, fundraising, and in all aspects of the school's needs. Their attitude about the importance of education is reflected in their children.

IMPACT: The school has seen a more accountability-oriented attitude from its students and parents. There has been an increased number of parents volunteering in the classroom and through the STAR tutoring program. There have been better CRT tests results and, more importantly, more enthusiasm for learning from the students.

SUCCESSIONS: Soldier Hollow has seen much growth academically this year. The school has had a State Science Fair winner, and again had national recognition for some students in grades three, five, and eight on the Iowa exams. The school has also seen its students grow as individuals through learning opportunities in skiing, the arts, and projects in all academic areas, as well as utilizing cameras and other means of art.

SPECTRUM ACADEMY

575 Cutler Drive, North Salt Lake, UT 84054

www.spectrumcharter.org 801-936-0318

Director: Jaime Christensen

Rep. Paul Neuenschwander Sen. Dan Eastman

U-PASS: No

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 143

Grades served: K-8

Number of teachers: 12

Average classroom size: 14

Number of volunteer hours: 40



This student loves second grade!

MISSION: Spectrum Academy is dedicated to providing an enriching and challenging research-based educational environment. The school supports children individually and helps them reach their fullest potential academically, socially, and emotionally.

GOALS/PROGRESS: Spectrum's goals are: (1) Improve student learning, (2) improve social skills, and (3) improve sensory processing.

LEARNING OPPORTUNITIES: Core Curriculum using a multi-sensory approach and daily social skills lessons, as well as sensory integration and processing, are methods used at Spectrum Academy.

ACCOUNTABILITY: All Utah state accountability measures are utilized at Spectrum Academy (i.e., U-PASS).

INNOVATIVE TEACHING: Spectrum Academy serves students with High Functioning Autism and Asperger's Syndrome. A unique educational framework is in place which emphasizes social skills development, sensory integration, and utilizing best practices to address the needs of these students.

TEACHERS' INVOLVEMENT: Teachers are extensively involved in the day-to-day decision making at Spectrum Academy.

PARENTS' INVOLVEMENT: The parent organization is very involved in daily operations. Parents serve on the Board of Directors as well as various planning committees such as Strategic Planning, School LAND Trust, UIPS, Steering Committee, etc.

IMPACT: Spectrum Academy is Utah's first and only public charter school with a mission to meet the diverse and unique learning needs of children with High Functioning Autism and Asperger's Syndrome. Spectrum Academy currently serves over 150 students in grades K-8.

SUCCESES: Students look forward to coming to school, behavior problems have decreased, students have friends, and academic achievement is rising!

SUCCESS ACADEMY

351 West University Boulevard, Cedar City, UT 84720
www.successacademy.org 435-865-8790
Director: Vickie Wilson
Rep. Delmar Bowman Sen. Dennis E. Stowell
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004
Number of students: 268
Grades served: 9-12
Number of teachers: 8
Average classroom size: 20
Number of volunteer hours: 500



SUU Regional Science Fair

MISSION: The mission of SUCCESS Academy is to provide Southern Utah students with the academic expertise and skills to be successful in a rigorous Early College High School program, and provide them with the lifelong learning skills necessary to actively contribute to our technical, scientific workplace.

GOALS/PROGRESS: (1) All students will perform at a Level 3 or higher on the language arts, biology, and chemistry CRTs. (2) All students will improve their scores in all areas on the PSAT by 10 percentile points over the previous year. (3) All ninth graders will score a 17 composite on the ACT test at the end of their ninth grade year. (4) All students will pass the UBSCT by the end of their junior year.

LEARNING OPPORTUNITIES: SUCCESS Academy is dedicated to providing high school students with opportunities to excel in math, science, engineering, and computer technology, and with the opportunity to earn an Associate's Degree or equivalent credits as they earn their high school diploma.

ACCOUNTABILITY: SUCCESS Academy is a competency-based school. The grading system is ABCF. Ds are not given. Students must demonstrate a competency level of 70 percent to receive credit in any course offered.

INNOVATIVE TEACHING: SUCCESS provides a unique Early College High School model, one of the few rural Early College High Schools in the nation located on a university/college campus where students take their core subjects. SUCCESS students also have access to the district high schools for elective courses and extracurricular activities.

TEACHERS' INVOLVEMENT: Teachers at SUCCESS Academy were involved in the initial development and implementation of the curriculum. The faculty represents a cross-curricular team whose approach to learning is not compartmentalized. Teachers have a combination of academic expertise, solid teaching skills, and innovative vision.

PARENTS' INVOLVEMENT: Parents play an active role in this school. SUCCESS Academy currently has two parent representatives on the Board of Trustees and an active Community Council made up of parents from both Iron and Washington Counties. The Community Council is the working committee that guides the direction of the school.

IMPACT: SUCCESS Academy has just graduated its first senior class. Eighty percent of those students received their associate's degree from Southern Utah University. The school's cohort group philosophy and after-school mentoring program have positively impacted grades and test scores. Test scores indicate a high-level of student achievement.

SUCCESSES: One hundred percent of the school's graduates will be attending a college or university in the fall. Forty-four percent of these students are female, and 18 percent are minority. Eighty-one percent of seniors earned an associate's degree from SUU. Forty-four percent are New Century Scholars (3.0 collegiate GPA and an associate's degree). Twenty-two percent have a 3.7 cumulative GPA in all four years of HS and two years of college courses. The school also has a 98 percent pass rate on UBSCT (on first attempt).

SUCCESS CHARTER SCHOOL

4122 South 1785 West, 2B, Taylorsville, UT 84119

www.graniteschools.org/ss/success 801-964-4258

Director: Curt Hansen

Rep. Kory Holdaway

U-PASS: Not Applicable

Sen. Ed Mayne

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 1999

Number of students: 49

Grades served: 7-12

Number of teachers: 2

Average classroom size: 10

Number of volunteer hours: 10



MORE, BEFORE, AND BETTER

MISSION: Success Charter School is a special purpose school designed to accept, motivate, and nurture **court-referred probation students** and prepare them with the knowledge, academic, and behavioral skills needed to gradually transition back into their junior or senior high school.

GOALS/PROGRESS: Goals of Success are to (1) Improve the student's school attendance, and (2) improve the student's behavior, study, and academic skills so he/she can graduate or transition successfully back into a junior or senior high school.

LEARNING OPPORTUNITIES: Success Charter School is a multi-faceted school focusing on court-involved probation students who are not having success elsewhere. Smaller class sizes and three different time sessions accommodate court ordered programs.

ACCOUNTABILITY: The school has improved attendance—it is up 90 percent. Success School identifies each student's academic weaknesses and strengths, then identifies and teaches to his/her learning style. The school then develops materials to teach the Core Curriculum to the student's learning style and level.

INNOVATIVE TEACHING: The school actively involves the parent, student, and court in a written contract, identifying the student's learning style and academic strengths and weaknesses. The school then adapts the Core Curriculum to meet each student's needs and learning style with flexibility in class schedules.

TEACHERS' INVOLVEMENT: Teachers continually update the support for the Core Curriculum using research and information received from Troubled Youth Conference, Utah Gang Conference, and the USU Ethnic Diversity Workshop.

PARENTS' INVOLVEMENT: Parents sign a written contract with their child, agreeing to help their students and get them to school on time.

IMPACT: The school's students are significantly below average in math and reading. Almost all (95 to 96 percent) of the students are at the third or fourth grade level. They make a four- to five-month gain each quarter they are at Success School. The students have progressed greatly in their reading.

SUCCESSES: One mother shared her daughter's experience from the first day at Success School. Her daughter was so excited because she grasped a technique to help her learn and remember the times tables. Before coming to Success School she wanted to drop out of school; now she wanted to attend.

SUMMIT ACADEMY

1225 East 13200 South, Draper, UT 84020

www.2summit.org 801-572-9007

Director: Steve Crandall

Rep. Greg Hughes

U-PASS: Yes

Sen. Howard Stephenson

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004

Number of students: 855

Grades served: K-9

Number of teachers: 42

Average classroom size: 23

Number of volunteer hours: 2,500



Summit's First Annual "Jogopalooza" Fun Run

MISSION: Summit Academy's mission is to provide a rigorous educational environment based on the principles of high academic achievement and individual discovery for the benefit of all students. The instruction in these programs builds from year to year, allowing students to develop a solid foundation and further ensuring their future success. Summit's faculty and staff are trained to recognize individual learning styles, enabling them to teach Summit's academic program in dynamic and meaningful ways.

GOALS/PROGRESS: At Summit Academy, instruction builds from year to year, allowing students to develop a solid learning foundation. Progress is best shown by the school's ability to maintain high test scores while continuing to add students and increase enrollment. Also, the faculty and staff are trained to recognize different learner types in students and to incorporate teaching methods to accommodate those learner types.

LEARNING OPPORTUNITIES: In addition to the Utah State Core Curriculum, students are exposed to instruction in visual arts, music, dance, theatre, orchestra, choir, athletics and foreign languages. Summit also offers students a unique leadership training curriculum incorporated with the Franklin Covey leadership model.

ACCOUNTABILITY: Summit emphasizes individualized student instruction and assessment. Achievement levels are monitored by regular observation and review of educational objectives.

INNOVATIVE TEACHING: Students are divided into small instructional groups according to mastery level in language arts and math in order to keep student to instructor ratios as small as possible. The groups are not labeled by ability but rather focus on achievement, proficiency, and academic progress.

TEACHERS' INVOLVEMENT: Elementary grades focus on a team model to develop, coordinate and deliver instruction. Grade-level teams meet on a weekly basis in order to plan and modify instructional goals and intended outcomes. Grade-level team leaders meet bi-weekly with administration to facilitate implementation of school-wide goals.

PARENTS' INVOLVEMENT: Summit currently has a six-member board, and each member is a parent. One of the board members is a parent-elected member. That closeness to the students gives Summit the unique ability to keep the primary focus of the school on the students and increasing student outcomes.

IMPACT: Summit Academy students continue to earn the highest test scores of a school located in the boundaries of the Jordan School District. For example, in Language Arts, Summit's CRT District pass rates were second in the state for first grade, third in the state for second grade, and fourth in the state for third grade.

SUCCESSSES: Summit is proud of its previously-mentioned academic successes for the 2007-08 school year. The schools is equally proud of the financial and statistical excellence awards it has earned. Summit's teachers exhibit the best in professionalism and dedication, and continue their education and training throughout the summer months by attending Core Knowledge trainings and other workshops.

SYRACUSE ARTS ACADEMY

2893 West 1700 South, Syracuse, Utah 84075
www.syracuseartsacademy.org 801-779-2066

Director: Jan Wimpey

Rep. Paul Ray

U-PASS: Yes

Sen. Sheldon Killpack

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2006

Number of students: 529

Grades served: K-6

Number of teachers: 21

Average classroom size: 25

Number of volunteer hours: 12,000



Syracuse Arts Academy

MISSION: Syracuse Arts Academy develops respectful, confident citizens in a solid education environment enriched by artistic expression.

GOALS/PROGRESS: Students will participate in an integrated learning/arts program. Each class receives specific dedicated time and teachers integrate the Core Curriculum and arts daily for at least 45 minutes. Students will participate in arts integration through exhibits, performances or supporting roles. Students participate in three choirs, piano/violin/guitar lessons, a yearly schoolwide musical, and various other roles.

LEARNING OPPORTUNITIES: Learning through integrated arts instruction supports many types of artistic performances, opportunities to study with community experts, and meaningful learning experiences each day where students make connections to content. Struggling students are supported in tiered instructional groups.

ACCOUNTABILITY: The year is curriculum mapped, and every nine weeks a pre/post block test is given to help teachers adjust instruction according to student needs. A block test is given in LA, math, science, and DIBELS.

INNOVATIVE TEACHING: Three-tiered instruction has been implemented at the school in LA, along with small groups and additional needs. All students receive instruction based on the core. Instruction is multi-sensory based due to the integration of the arts. Teaching and learning is a dynamic process based on student need.

TEACHERS' INVOLVEMENT: Teachers attend workshops and conferences to share learning with the staff. Teachers are members of committees looking at curriculum and professional development needs. Teachers meet weekly to collaborate on integrated arts, implementation of effective instruction, assessment, and student achievement needs.

PARENTS' INVOLVEMENT: Each parent is a voting member of the Parent Organization. A parent representative sits on the Syracuse Arts Academy Board. Parent representatives are also involved in the School LAND Trust Board. Parents provide valuable feedback using an annual survey that helps direct the efforts of the school.

IMPACT: SAA posted remarkable student achievement scores for the 2007-08 school year. Nearly 40 percent of third and fifth grade students were in the top 10 percent of the nation on the Iowa Basic Skills Tests. End-of-level scores are posted, along with district/charter/state scores.

SUCSESSES: Six sixth grade students were nominated for the Leadership Conference in Washington, D.C. According to one parent: "No one judged us, and [they] loved my children anyway. Thanks to all the teachers, staff... that knew my children by name, and always had a smile or a HI. It was nice to know that I could leave my children in such loving staff, and know that they were people, not just another child."

THE RANCHES ACADEMY

7789 Tawny Owl Circle, Eagle Mountain, UT 84043

www.theranchesacademy.com 801-789-4000

Director: Darren Beck

Rep. Kenneth W. Sumsion

U-PASS: Yes

Sen. Mark Madsen

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004

Number of students: 390

Grades served: K-8

Number of teachers: 18

Average classroom size: 25

Number of volunteer hours: 12,450



Gov. & Mrs. Huntsman—"Power in You" presentation

MISSION: The Ranches Academy Charter School was founded to join parents, teachers, students, and the community together to create an environment where students have the opportunity to reach their highest potential and are challenged academically, primarily in the areas of reading, writing and arithmetic.

GOALS/PROGRESS: The Ranches Academy focuses on improving math instruction and learning as measured through a variety of means. Included in this effort are the benchmark and follow-up assessments provided on the NWEA's MAP testing, as well as through stronger instruction through ability grouping and individual tutoring. Math scores have risen and will continue to do so.

LEARNING OPPORTUNITIES: Two examples of this school's unique learning opportunities are (1) the middle school's participation in the *Power in You* Tour hosted by Governor and Mrs. Huntsman, which went along with the viewing and discussion of a documentary, *Paper Clips*; and (2) the reenactment held by the fifth grade classes on a windy and overcast day in May that acted as a graphic culminating activity to the study of the American Civil War.

ACCOUNTABILITY: In addition to the state-mandated administration of the Iowa norm-referenced tests and the CRT/CBT spring administrations, the school utilizes NWEA's MAP test as well as DIBELS. The school communicates these results to families and the community through newsletters and the website.

INNOVATIVE TEACHING: The Ranches Academy is committed to using student ability grouping. Teachers are encouraged to develop projects to encourage a hands-on learning environment. Each classroom has a teaching assistant nearly five hours per day.

TEACHERS' INVOLVEMENT: Teachers annually assess curriculum and assessment to make sure the school is on track. Teachers are encouraged to develop unique projects and were instrumental in developing a school choir, producing school plays, advising a chess club, after-school tutoring, and various other programs.

PARENTS' INVOLVEMENT: Parents make up the entire seven-member School Council (directly responsible for oversight of the daily management of the school) and the eleven-member Board of Trustees. The School LAND Trust committee, Accreditation Committee, and the FSO leadership and its committees are all made up of parent volunteers. Parents are strongly encouraged to communicate directly with teachers and to assist as and where they can in classrooms.

IMPACT: The Ranches Academy lottery and waiting lists are extensive, and the school has run at or above capacity since opening. The Ranches Academy's Special Education program provides many services larger schools struggle to provide.

SUCCESSSES: The Ranches Academy has numerous students arriving at the school multiple years behind in various subjects. Within a year, these students have improved to be at or above grade level or to be within striking range of being at grade level. The purposefully small campus and the effort to not have more than 25 students per class have facilitated some of these successes. Parents express gratitude that their student is known and cared for in ways that cannot or have not happened elsewhere.

THOMAS EDISON CHARTER SCHOOL—NORTH

180 East 2600 North, North Logan, UT 84341

www.thomased.org (435) 787-2820

Director: Scott Jackson

Rep. Jack R. Draxler

U-PASS: Yes

Sen. Lyle Hillyard

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2002

Number of students: 405

Grades served: K-8

Number of teachers: 22

Average classroom size: 25

Number of volunteer hours: 7,240



Constitution Day Balloon Launch

MISSION: The mission of Thomas Edison Charter Schools is to provide all students with the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country, and to become high achievers in our ever-evolving, demanding and complex society.

GOALS/PROGRESS: Students are assessed regularly to measure student growth and to evaluate the effectiveness of teaching methods. The school assesses students monthly in reading comprehension, spelling, phonics, and mathematics, and tracks scores to adjust instruction based on the results. Thomas Edison has also developed its own Skills Tests, and assesses students at both the beginning and end of the school year. The school follows all U-PASS testing requirements.

LEARNING OPPORTUNITIES: Thomas Edison challenges the intellect and teaches fundamental skills. The school teaches to a higher standard, expecting that all students will achieve. The curriculum is consistent across the nine grade levels, building skill upon skill. The school fosters close relationships between teachers and parents. Teacher and student accountability is expected.

ACCOUNTABILITY: Monthly assessments are given in phonics, reading, spelling, and math. The school administers its own Skills Tests, follows all U-PASS requirements, and continually monitors student progress and adjusts as necessary.

INNOVATIVE TEACHING: TECS uses the Spalding Method, a total language arts approach providing sequential, multisensory instruction. The literature study program features essential as well as high-level reading applications. Math is taught systematically in a spiraling approach. Students memorize and recite quality prose and poetry.

TEACHERS' INVOLVEMENT: Teachers are thoroughly trained in the learning program, and participate weekly in additional training and brainstorming in areas of implementation. They also work with parents and administration in the development of school programs.

PARENTS' INVOLVEMENT: Parents are the key to the school's establishment and success. All board members are parents, as is the parent organization leadership. The entire school's philosophy and direction were developed by parents. Parents actively participate in policy development, curriculum work, and volunteer efforts.

IMPACT: The depth of the school's program shows continual progress. Test scores continue to rise, as evidenced by U-PASS scores and monthly testing of basic skills.

SUCSESSES: Thomas Edison's students are amazing. Students participated in the National Geographic Geography Bee, the school's science and history fair, the art and literature contest, the geography bowl, and debate. The school's debate team is the state champion. Two students participated in the regional science fair. One student went to the state history fair. The school's geography bee winner qualified and participated in the state competition.

THOMAS EDISON CHARTER SCHOOL—SOUTH

1275 West 2350 South, Nibley, UT 84321

www.thomased.org 435-752-0123

Director: Eldon Budge

Rep. Fred R. Hunsaker Sen. Peter Knudson

U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005

Number of students: 437

Grades served: K-8

Number of teachers: 28

Average classroom size: 25

Number of volunteer hours: 3,066



Thomas Edison Charter School, South Campus

MISSION: The mission of Thomas Edison—South is to provide students with the knowledge, tools, and discipline to become successful Americans who will become high achievers in our ever-evolving, demanding and complex society. The school accomplishes this through a well-rounded, stimulating academic curriculum.

GOALS/PROGRESS: The first measure is in student achievement, with scores improving each year. The second measure is in the application of the school curriculum through in-depth teacher training. The third measure is in customer satisfaction. The retention of families in their school of choice and the frequent positive feedback from them speak well. The fourth measure is in feedback from grateful former students.

LEARNING OPPORTUNITIES: The highly successful Spalding language arts program integrates listening, speaking, spelling, reading, and writing into all core subjects, thus solidifying concepts and principles learned. The Saxon Math program provides continuity and offers frequent integration of new concepts with those already taught.

ACCOUNTABILITY: Thomas Edison is a public school that is always open to the community to view without notice. The school measures student progress through annual and monthly assessments in reading, spelling, and mathematics.

INNOVATIVE TEACHING: Teachers are expected to use the school's explicit instructional teaching philosophy. This ensures consistency across grade levels and from teacher to teacher for the benefit and security of students. Teachers use a variety of motivational methods to stimulate an exciting learning environment.

TEACHERS' INVOLVEMENT: Teachers "buy in" to the Thomas Edison teaching philosophy at the time of hire. Thereafter, teachers work with each other, administrators, parents, and board members to further coordinate and strengthen the learning program so that all areas of emphasis are at the highest level of quality possible.

PARENTS' INVOLVEMENT: All parents participate in an orientation to learn our mission and goals. These knowledgeable parents support the school through committee work (such as curriculum, textbook and literature selection, etc.). A Governing Board is also selected from this broad base of parents, similar to other charter school boards.

IMPACT: Spelling growth averaged 1.83 (grade equivalent) for the first eight months while reading comprehension averaged a growth of 1.78 (grade equivalent), both scores up from the previous year. Strong results were also noted in mathematics.

SUCCESSIONS: Three of Thomas Edison's students, state winners in the Utah History Fair, successfully participated in the National History Fair at the University of Maryland in June. The school was honored as the first in the area to receive the highest achievement from the Gold Medal Schools program (for student fitness). The school's students scored 25th out of more than a thousand on a national math test.

TIMPANOGOS ACADEMY

55 South Titan Trail, Lindon, UT 84042
www.timpacademy.org 801-785-4979
Director: Mr. Errol Porter
Rep. Stephen E. Sandstrom Sen. John Valentine
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2008
Number of students: 477
Grades served: K-8
Number of teachers: 25
Average classroom size: 25
Number of volunteer hours: 15,000



Stopping for a quick hello and a smile

MISSION: "To be a model of excellence in education."

GOALS/PROGRESS: The students continue to excel in their testing. They continually perform above the norm. The school continues to have high behavioral expectations and provide an excellent learning environment.

LEARNING OPPORTUNITIES: The greatest learning opportunity Timpanogos Academy provides is the rigorous academic curriculum taught to its students with the expectation that they will be successful. Students are expected to perform on a high level in both academic and behavioral expectations. The school provides a focused, back-to-basics environment.

ACCOUNTABILITY: Just as students are responsible to their teachers, teachers are responsible to the principal for fulfilling their responsibility to students. The school is responsible to parents.

INNOVATIVE TEACHING: The school implements its curriculum in a very consistent manner. It does not tell teachers how to teach, but what they teach is very specific. The school also provides training to all teachers in all areas of the curriculum.

TEACHERS' INVOLVEMENT: Teachers are very involved in all aspects of the school. They are part of committees, and teachers' opinions are always respected as an important data point as decisions are made.

PARENTS' INVOLVEMENT: The school's governing board is made up of seven parents. Six of the seven board members are elected. The financial officer is an appointed position.

IMPACT: Timpanogos Academy students have consistently obtained test scores that are above the national, State of Utah, and the local Alpine School District's averages on the Iowa Tests.

SUCCESES: By the implementation of an at-risk tracking program this past year, approximately 40 low-performing students in the area of language arts were identified, and interventions were implemented. Of the group identified, approximately 50 percent were performing on grade level by the end of the school year and were no longer in need of the interventions.

TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS

1100 North Tuacahn Drive, Ivins, UT 84738

www.tuacahnhs.org 435-652-3201

Director: Bill Fowler

Rep. David Clark Sen. John Hickman

U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 1999

Number of students: 249

Grades served: 9-12

Number of teachers: 20

Average classroom size: 20

Number of volunteer hours: 1,500+



"The Miracle Worker"

MISSION: To create an unparalleled environment where students can maximize their potential academically and artistically. Tuacahn High School is committed to partnering with faculty, home, and community to make our school a world-class educational experience.

GOALS/PROGRESS: The school has moved to the A/B modified block schedule, and this year is modifying it again to reinforce its commitment to "academic tutorial" time. Students know that the school cares about academics. Also, Tuacahn is committed to working with its PTSA and Parent Advisory to increase communication within those communities. "Academies" are attracting the kind of student that is a serious artist.

LEARNING OPPORTUNITIES: The recent addition of the "Senior Project" as a graduation requirement was a huge success. Thirty-nine projects were completed, and the school saw hundreds and hundreds of hours of service learning truly affect its graduates.

ACCOUNTABILITY: The school is working on its school improvement plan through weekly teacher inservice. Tuacahn is monitoring success through all required testing, and tested 100 percent of its students on computers this year.

INNOVATIVE TEACHING: There is simply not enough room here to tell about all of the innovative teaching that goes at Tuacahn! Of note: The school encourages teachers to hold "master classes" in every subject and to bring in professional artists and academicians to bolster knowledge and motivate students year-round. The list is inspiring!

TEACHERS' INVOLVEMENT: Each of the teachers mentored several Senior Projects, and this was a huge success. The school's teachers are asked and expected to cover dances and student council activities. All of the teachers are continually involved in student activities beyond the classroom.

PARENTS' INVOLVEMENT: The school has changed from a PTO to a PTSA to get involved in the Reflections Contest. It has a very active PTSA and Parent Advisory Committee. They are incredibly supportive!

IMPACT: This school does not settle for the mediocre, and anyone who ever sees a play, a dance, or a music concert here remarks on the quality time after time. The school's students and faculty have put it on the map as one of the top charter schools in the nation. Eighty percent of the student body goes on to higher education at schools across the nation.

SUCCESSSES: Top awards at the Utah Shakespearean Festival Competition. Top awards in art competitions in Iron and Washington counties. Top awards at Southern Utah Performing Arts Festival. Regional Dance Sterling Scholar winner. Top awards at Music Theatre Competitions of America (national competition). Ranked top high school in Washington County (Sutherland Institute). Eighty-four percent of the 2008 graduating class will enter higher education.

UINTAH RIVER HIGH SCHOOL

988 East 7500 South, Fort Duchesne, UT 84026

www.uiteducation.com 435-725-4088

Director: Bryon Richardson

Rep. John Mathis Sen. Kevin T. Van Tassell

U-PASS: Not Applicable AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 1999

Number of students: 62

Grades served: 9-12

Number of teachers: 6

Average classroom size: 12

Number of volunteer hours: 150



Uintah River High School

MISSION: Uintah River High School will create strong leaders who have great pride in their cultural identity and have been provided with the highest quality education. The school will produce lifelong learners who can be successful in all endeavors. Graduates will be diverse thinkers who are competent, confident, respectful young adults.

GOALS/PROGRESS: The school's overriding goal is to provide a quality education that promotes culturally relevant education through creative and diverse teaching strategies that will lead to student success and graduation. This year the school had 10 graduates and great success on the UB SCT tests, with the greatest improvements coming on the Writing sub-test. The school will continue to work on improving graduation rates, reading levels, and retention.

LEARNING OPPORTUNITIES: This year we were able to have a Sioux group come to the high school to teach students hide tanning with elk brains—a great opportunity for our students to learn not only science principles, but also learn more about other tribal customs which they could compare with their own culture.

ACCOUNTABILITY: Uintah River students take the statewide assessments such as the UB SCT and CRT tests. By using data from these tests, the school can further enhance its curriculum to improve student achievement.

INNOVATIVE TEACHING: The school has a staff and faculty who work closely with one another to create a climate of acceptance and cultural understanding. Uintah River believes that a student attending URHS should be valued as a tribal individual contributing to the greater community, and the school's teachers exemplify how this is done.

TEACHERS' INVOLVEMENT: URHS teachers are dedicated to the success of the students. Teachers stay after school and come in on their days off to help students catch up with their work and to make sure they understand what is being taught. As a small school, teachers are an integral part in the success of the school.

PARENTS' INVOLVEMENT: This year, Uintah River has made great strides by getting more parents involved in various clubs and committees and by completing a parent/school compact that will provide a catalyst for parents to become more involved next year.

IMPACT: Native American student achievement continues to lag behind the rest of the state. Uintah River's goal is to eliminate that gap at this school. As the school continues to offer the students in this area a high-quality, culturally relevant education, this gap will soon be eliminated.

SUCCESSSES: This year the school had a highly functioning student council that arranged to do a cultural exchange with the Tlingit Tribe from Angoon, Alaska. The URHS student council has raised enough money to fly in the Angoon student council and host them for a week, which will include the Northern Ute Powwow, leadership training and Ropes Course at Utah State University, and a day at Lagoon.

UTAH COUNTY ACADEMY OF SCIENCE (UCAS)

940 West 800 South, Orem, UT 84058
www.ucas.k12.ut.us 801-863-2222
Director: Clark Baron
Rep. Bradley Daw Sen. Margaret Dayton
U-PASS: Not Applicable AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005
Number of students: 332
Grades served: 10-12
Number of teachers: 15
Average classroom size: 25
Number of volunteer hours: 250



Hard at work on an English paper

MISSION: UCAS' mission is to provide a quality public education to a diverse student population, emphasizing science and technology in a supportive environment allowing students to earn two years of college credit and their high school diploma in a dual campus setting.

GOALS/PROGRESS: The school's goal is to help its students succeed and move forward with their college education. Eighty percent (80 percent) of graduates earn their associate's degree at graduation. One hundred percent (100 percent) of UCAS students pass the UBSCT exam. The school's students have an average score of 25.5 on the ACT, and score significantly above the state and national averages on all academic measurements.

LEARNING OPPORTUNITIES: UCAS students have the opportunity to take high school level classes, concurrent enrollment classes, and on-campus college classes at Utah Valley University (UVU). UCAS offers tutoring services, student success classes, and class-specific study sessions. The school provides students with "acceleration with assistance."

ACCOUNTABILITY: UCAS holds students to high standards. UCAS is accredited by Northwest Accreditation. Students taking college-level classes are held to the same or higher standards as their college friends.

INNOVATIVE TEACHING: UCAS teachers heavily use technology in presenting, reviewing, and testing material in their classrooms. UCAS teachers meet together weekly and study teaching methods, classroom management, and presentation software. UCAS teachers use a variety of teaching methods and work to make students active learners.

TEACHERS' INVOLVEMENT: UCAS teachers work closely with UVU instructors to provide learning experiences which equal or exceed those found in the college classes. UCAS teachers are master teachers who are heavily involved in the overall education of their students.

PARENTS' INVOLVEMENT: The parents and the PTSO provide some supervision for dances, decorate doors for teacher appreciation week, assist with the faculty parties, and plan and operate the senior all-night party following graduation. Typically, 70 percent of parents attend the fall parent conference.

IMPACT: The early college program at UCAS has a positive impact on minority, low income, and first-generation college students. UCAS provides opportunities for a college experience without the cost of college. Most students are motivated to excel by the academic climate of UCAS.

SUCSESSES: Ninety-five (95) percent of the UCAS seniors graduated with their high school diploma, college associate's degree, or both. An additional two percent will likely graduate before August. One hundred (100) percent of UCAS students pass the UBSCT exam. Eighty (80) percent of UCAS seniors receive their associate's degree from UVU. Ninety-seven (97) percent of UCAS graduates continue their college education, with most beginning as college juniors. Students and parents love UCAS.

WALDEN SCHOOL OF LIBERAL ARTS

4230 North University Avenue, Provo, UT 84604

www.waldenschool.us

801-374-1545

Director: Diana West

Rep. Christopher Herrod

Sen. Curtis Bramble

U-PASS: Yes

AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2004

Number of students: 263

Grades served: K-12

Number of teachers: 13

Average classroom size: 20

Number of volunteer hours: 5,480



Excited to be going to UC San Diego

MISSION: Walden is a place where social, emotional, and academic growth are valued equally; critical thought, creativity, and independence are nurtured; and tolerance and civic participation are paramount. Walden's mission is to develop competent, self-motivated learners dedicated to making a contribution to society.

GOALS/PROGRESS: Walden has consistently met the goals and objectives stated in its charter. In 2006-07, 92 percent of its students passed the language CRTs and 81 percent passed math CRTs. In 2008, all but one of the school's graduating seniors applied and was accepted to at least one college (one chose to work instead). More importantly, the school continues to foster a learning environment that is welcoming and engaging to students.

LEARNING OPPORTUNITIES: Walden provides opportunities for fieldwork, community service, professional collaboration, and participation in expeditions such as a language learning and service trip to San Miguel, Mexico, a science and history expeditions to the Yucatan, study abroad in Turkey, and a writing workshop at Sarah Lawrence.

ACCOUNTABILITY: Students demonstrate competency through exams, papers, and forms of accountability such as project work, self-assessment, and field work. Seniors present portfolios to a panel before graduation.

INNOVATIVE TEACHING: Walden strives to make learning enjoyable for students through project learning, significant student choice, multi-age and multi-ability groupings, team teaching, field work, small class sizes, and student-centered learning experiences. Students self-select work that is productive and engaging for them.

TEACHERS' INVOLVEMENT: Curriculum development is a democratic group process with a positive, energetic dynamic. Teachers embrace the school's mission and vision, which is anchored to solid, research-based principles of learning. Teachers plan together at teacher meetings and workdays, and in extensive summer professional development retreats.

PARENTS' INVOLVEMENT: The Walden Community Council, composed of and governed by parents, oversees and administers a variety of tasks, including fundraising, academic enrichment, student safety and emergency preparedness, event planning and school communication.

IMPACT: Almost all of the school's seniors were accepted into university programs—several with significant scholarship assistance. Ninety-five (95) percent of secondary students passed the LA CRT. 2008 was Walden's first year with elementary, and the school does not have U-PASS data, but third grade students made significant progress between fall and spring ITBS.

SUCCESES: A senior won the National Scholastic Young Writer's award and was invited to Carnegie Hall. Another student is a National Merit finalist. One student says, "You have to work harder here, but it's real learning, not just worksheets." A parent says, "I love Walden. Teachers understand there is more to life than the number of days children are in class and there is more to learn than what can be taught in a classroom."

WASATCH PEAK ACADEMY

414 North Cutler, North Salt Lake, UT 84054
www.wasatchpeak.org 801-936-3066
Director: Sandra Shepard
Rep. Paul Neuenschwander Sen. Dan Eastman
U-PASS: Yes AYP: Yes

2007-08 SCHOOL STATS: Opened fall, 2005
Number of students: 347
Grades served: K-6
Number of teachers: 16
Average classroom size: 24
Number of volunteer hours: 6,937



Wasatch Peak Academy

MISSION: Wasatch Peak Academy provides meaningful educational experiences utilizing service learning and dual-language instruction to inspire students, a genuine appreciation for community and country, a perpetual enthusiasm for learning, a willingness to embrace leadership opportunities, and academic excellence.

GOALS/PROGRESS: The school's charter provides a foundation of excellence and high performance expectations. Its goal is to use service learning as an instructional tool for leadership and service opportunities to enhance the curriculum and develop caring and productive citizens. Wasatch Peak strives to provide seven years of Spanish instruction so that students develop second language skills. The school will focus on service and science in 2008-09.

LEARNING OPPORTUNITIES: Students are placed in leveled groups for literacy, math and Spanish. In Spanish, students learn about a different Spanish speaking country each year, and participate in a culture fair and Cinco De Mayo Celebration. WPA students participated in over 50 service opportunities last year.

ACCOUNTABILITY: Certified staff members are evaluated twice each year, based on The Utah Teacher Standards. Student accountability is continual, with proficiency report cards, benchmark assessments, CMT (Child Management Team) reviews, and U-PASS and ITBS tests.

INNOVATIVE TEACHING: Teachers provide research-based, effective instruction in every classroom. Continual cooperative grouping, novel literature groups, hands-on science exploration, and small-group instruction provide a foundation to develop exciting educational opportunities. Staff and parents involve students in service learning.

TEACHERS' INVOLVEMENT: Teachers work as grade level teams, committees, and in staff activities to plan and implement enhanced curriculum. Teachers continually attend professional development opportunities to improve their skills. Educators complete a survey each year to give valuable input to the WPA school board.

PARENTS' INVOLVEMENT: WPA parents are involved in the school daily. Parents work in the classrooms, support student activities, are involved on committees and the Community Council, participate in two surveys each year, and are an integral part of the school community, providing a minimum of 30 volunteer hours per family.

IMPACT: Students are achieving academic excellence, as demonstrated in U-PASS and benchmark assessments. Students learn a second language and engage in service, providing citizenship and leadership opportunities. Student reflections specify an appreciation and desire to serve. Parent surveys indicate success!

SUCCESSIONS: Wasatch Peak's success is its students. Three WPA teachers have been selected over the last two years as Utah Charter School Teacher of the Year, Utah Health and Physical Education Teacher of the Year, and Bountiful League of Women Leader's Teacher of the Year. These awards are only glimpses of the quality educational environment WPA offers students. The school continually receives positive praise from its community.

Utah Public Charter Schools Opening in the 2008-2009 School Year

GATEWAY PREPARATORY ACADEMY

201 East Thoroughbred Way, Enoch, UT 84721
866-433-1388

www.gpacharter.org

Director: Rob Lee

Rep. DeMar Bud Bowman

Sen. Dennis E. Stowell

Opening fall 2008-2009

Anticipated number of students: 600, grades K-8



MISSION:

Gateway's mission is to provide children with a competency based classical education with an emphasis on the tools of learning and using practical applications for learning opportunities; also to provide individual attention and second language acquisition in a safe, respectful, disciplined, and supportive environment.

EDUCATIONAL PHILOSOPHY:

Gateway's educational philosophy is based on students developing the ability to learn on their own. Gateway is excited to focus on seven specific tools of learning to enable students to gain these skills.

MERIT ACADEMY

263 North 1350 West, Springville, UT 84663
801-376-8363

www.meritacademy.org

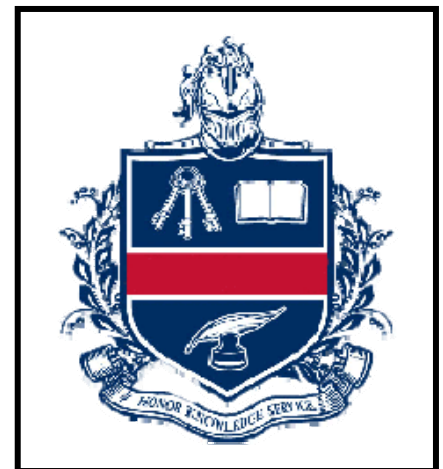
Director: Paul Baltes

Rep. Aaron Tilton

Sen. Mark Madsen

Opening fall 2008-2009

Anticipated number of students: 450, grades 9-12



MISSION:

Merit College Preparatory Academy will endow all students with the knowledge and skills required to excel in higher education and with the understanding essential for civic and social responsibility.

CORE BELIEFS:

- Higher education is a key to ensuring economic opportunities and prosperity for individuals and their future posterity.
- The future success of society depends on the development of a deep sense of social and civic responsibility with strong leadership qualities in today's students.
- No background or circumstances should prevent any student from reaching high levels of educational and social achievement.

PROVIDENCE HALL

4795 Mount Ogden Peak Drive, Herriman, UT 84096
801-432-7866

www.providencehall.com

Director: Mark Johnson

Rep. Todd Kiser

Sen. Howard Stephenson

Opening fall 2008-2009

Anticipated number of students: 700, grades K-6



MISSION:

Providence Hall will be a place of learning, exploration, inquiry, discovery and growth; a place where tradition and ethics are valued, while creativity and critical thinking are fostered. We will work together as a school to create an atmosphere of respect and responsibility. We will seek daily to engage each young mind as we teach, and to encourage the individual learner. Each student will be given the resources and opportunities necessary to realize success today, while developing the skills to navigate their future.

MOTTO:

Building a foundation to inspire young minds.

QUEST ACADEMY

4800 West 4000 South, West Haven, UT 84401
801-731-9859

www.questacademycharter.org

Director: Catherine Montgomery

Rep. Kerry W. Gibson

Sen. Scott K Jenkins

Opening fall 2008-2009

Anticipated number of students: 525, grades K-9



MISSION:

The mission of Quest Academy is to provide students with a challenging, technology-rich environment, enabling young citizens to become leaders prepared for the challenges of an evolving global community.

CORE VALUES AND PRINCIPLES:

Quest Academy was created to fulfill a driving passion to develop the highest standards of excellence and preparation in elementary and secondary education. The core values and principles that drive this objective are heavy community involvement and ownership, cutting edge curriculum and strategies, small teacher-to-student ratios, and strong accountability among the students, teachers, and parents.

ROCKWELL CHARTER HIGH SCHOOL

3435 East Stonebridge Lane, Eagle Mountain, UT 84005
801-789-7625

www.rockwellhigh.net

Director: Darren Beck

Rep. Kenneth W. Sumsion

Sen. Mark Madsen

Opening fall 2008-2009

Anticipated number of students: 600, grades 9-12



MISSION:

To assist students in obtaining the tools which will lead to academic, social, and career success by providing a supportive community that fosters student inquiry and discovery and empowers students to take responsibility for their own education.

SCHOOL COMMITMENTS:

- Providing a well-rounded, rigorous college preparatory education.
- Maintaining a friendly, respectful environment through mentoring relationships.
- Developing relevant programs and activities that provide a wide-range of leadership, academic, and social experiences for each student.
- Bringing students, parents, staff, and community together to continually improve the quality of the programs, activities, and education offered.

SALT LAKE CENTER FOR SCIENCE EDUCATION

1400 West Goodwin Avenue, SLC, UT 84116

801-578-8226

www.slc.k12.ut.us/sites/slcse/

Director: Larry Madden

Rep. Jennifer Seelig

Sen. Fred Fife

Opening fall 2008-2009

Anticipated number of students: 180, grades 6-8



MISSION:

Salt Lake Center for Science Education is devoted to creating an environment where students of diverse abilities and backgrounds engage in reflective experiences through real-life application of science skills and knowledge.

GOALS:

Students will explore current issues in science and their impact on society while utilizing science in a cumulative and integrative way, with mathematics, literacy, the arts and social sciences. Professional scientists, educators, and other community experts will mentor students and provide the bridge to future educational opportunities.

UTAH VIRTUAL ACADEMY

512 East 400 South, Murray, UT 84107
866-788-0365

www.k12.com/utva

Director: Jeffrey Herr

Rep. Mark A. Wheatley

Sen. Gene Davis

Opening fall 2008-2009

Anticipated number of students: 500, grades K-11



MISSION:

The Utah Virtual Academy uses curriculum and services provided by K¹². Learning can happen at home, on the road, or wherever an Internet connection can be found. While attendance, teacher interaction, and daily lessons are conducted online, our lessons use physical materials and offline tools as well. For high school, Utah Virtual Academy uses the K¹²9¹² program from K¹². Whether targeting a top-tier, four-year university, a local community college, or an immediate career, Utah Virtual Academy prepares students to maximize their post-high school success through K¹²9¹².

EDUCATIONAL PHILOSOPHY:

You know that your kids have something special inside them. We know it, too. The Utah Virtual Academy and K¹² ignite the minds of children like yours to bring learning and innate possibility alive. Together, we are helping Utah students in grades K-11 reach their true, personal potential.

VENTURE ACADEMY

605 Grant Ave, Ogden, UT 84404
801-393-3900

www.venturelearning.org

Director: Mark Child

Rep. Gage Froere

Sen. Scott Jenkins

Opening fall 2008-2009

Anticipated number of students: 450, grades K-8



MISSION AND VALUES:

The following values are at the heart of our mission at Venture. We believe that holding fast to these values will produce an environment where students will be inspired to pursue learning with passion and purpose.

- Enthusiasm
- Excellence
- Leadership
- Service
- Respect
- Integrity
- Patriotism
- Individuality
- Adventure

Utah Public Charter Schools

Opening in the 2009-2010 School Year



American Preparatory Academy—The School for New Americans—Howard Headlee, Board Chair
Chartered by the Utah State Board of Education
Salt Lake City—Grades K-9

The Early Light Academy at Daybreak—Mia Kohkonen Prazen, Board Chair
Chartered by the Utah State Board of Education
South Jordan—Grades K-9

Excelsior Academy—Ann Gubler, Board Chair
Chartered by the Utah State Board of Education
Tooele—Grades K-8

Hawthorn Academy—Jamie Johnson, Board Chair
Chartered by the Utah State Board of Education
West Jordan—Grades K-8

Open High School of Utah—Dr. David Wiley, Board Chair
Chartered by the Utah State Board of Education
Pleasant Grove—Grade 9

Oquirrh Mountain Charter School—Eric Cazier, Board Chair
Chartered by the Utah State Board of Education
Layton—Grades K-8

Vista at Entrada, School of Performing Arts and Technology—David Moss, Board Chair
Chartered by the Utah State Board of Education
West Jordan—Grades K-8

Charter School Distribution by House District – 2007-2008

House District 3 – Rep. Jack R. Draxler

Fast Forward High School
InTech Collegiate High School
Thomas Edison Charter School – North

House District 4 – Rep. Fred R. Hunsaker

Edith Bowen Laboratory School

House District 5 – Rep. Scott Wyatt

Thomas Edison Charter School – South

House District 6 – Rep. Kerry W. Gibson

Quest Academy

House District 8 – Rep. Gage Froerer

Venture Academy

House District 9 – Rep. Neil Hansen

DaVinci Academy of Science and Arts
Ogden Preparatory Academy

House District 13 – Rep. Paul Ray

Syracuse Arts Academy

House District 14 – Rep. Curtis Oda

No. Utah Acad. for Math, Engineering, and Science—NUAMES

House District 15 – Rep. Douglas Aagard

North Davis Preparatory Academy

House District 20 – Rep. Paul Neuenschwander

Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

House District 23 – Rep. Jennifer Seelig

Guadalupe Charter School
Salt Lake Center for Science Education

House District 24 – Rep. Ralph Becker

City Academy
Open Classroom Charter School

House District 26 – Rep. David Litvack

Dual Immersion Academy
East Hollywood High School
Salt Lake Arts Academy

House District 27 – Rep. John Dougall

Mountainville Academy

House District 29 – Rep. Janice Fisher

Monticello Academy

House District 31 – Rep. Larry Wiley

Salt Lake High School for the Performing Arts

House District 34 – Rep. Kory Holdaway

Success Charter School

House District 35 – Rep. Kory Holdaway

Utah Virtual Academy

House District 36 – Rep. Phil Riesen

Canyon Rim Academy

House District 37 – Rep. Carol Spackman Moss

Academy for Math, Engineering and Science—AMES

House District 38 – Rep. Eric Hutchings

Entheos Academy
Navigator Pointe Academy

House District 40 – Rep. Lynn Hemingway

Beehive Science and Technology Academy

House District 41 – Rep. Todd Kiser

American Preparatory Academy
Channing Hall
North Star Academy
Providence Hall

House District 47 – Rep. Steven Mascaro

Itineris Early College High School
Paradigm High School

House District 51 – Rep. Greg Hughes

Summit Academy

House District 54 – Rep. Gordon Snow

Soldier Hollow Charter School

House District 55 – Rep. John Mathis

Moab Charter School
Uintah River High School

House District 56 – Rep. Kenneth W. Sumsion

Lakeview Academy
Renaissance Academy
Rockwell Charter High School
The Ranches Academy

House District 57 – Rep. Craig Frank

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lincoln Academy
Odyssey Charter School

House District 58 – Rep. Stephen E. Sandstrom

Timpanogos Academy

House District 60 – Rep. Bradley Daw

Noah Webster Academy
Utah County Academy of Sciences—UCAS

House District 61 – Rep. Keith Grover

Freedom Academy

House District 62 – Rep. Christopher Herrod

Walden School of Liberal Arts

House District 65 – Rep. Aaron Tilton

Merit College Preparatory Academy
Ronald Reagan Academy

House District 66 – Rep. Michael Morley

American Leadership Academy
Liberty Academy

House District 67 – Rep. Patrick Painter

C.S. Lewis Academy

House District 68 – Rep. Richard Wheeler

CBA Center

House District 69 – Rep. Brad King

Pinnacle Canyon Academy

House District 72 – Rep. Delmar Bowman

Gateway Preparatory Academy
SUCCESS Academy

House District 74 – Rep. David Clark

George Washington Academy
Tuacahn High School for the Performing Arts

Charter School Distribution by Senate District – 2007-2008

Senate District 1 – Sen. Fred Fife

East Hollywood High School
Guadalupe Charter School
Monticello Academy
Salt Lake Center for Science Education

Senate District 2 – Sen. Scott McCoy

City Academy
Dual Immersion Academy
Open Classroom Charter School
Salt Lake Arts Academy

Senate District 3 – Sen. Gene Davis

Beehive Science and Technology Academy
Utah Virtual Academy

Senate District 4 – Sen. Patricia W. Jones

Academy of Math, Engineering and Science—AMES
Canyon Rim Academy

Senate District 5 – Sen. Ed Mayne

Entheos Academy
Success Charter School

Senate District 6 – Sen. Michael Waddoups

Navigator Pointe Academy

Senate District 7 – Sen. Ross I. Romero

Salt Lake High School for the Performing Arts

Senate District 8 – Sen. Carlene Walker

Paradigm High School

Senate District 10 – Sen. Chris Buttars

Itineris Early College High School

Senate District 11 – Sen. Howard Stephenson

American Preparatory Academy
Channing Hall
Mountainville Academy
North Star Academy
Providence Hall
Renaissance Academy
Summit Academy

Senate District 13 – Sen. Mark Madsen

American Leadership Academy
C.S. Lewis Academy
Lakeview Academy
Liberty Academy
Merit College Preparatory Academy
Rockwell Charter High School
Ronald Reagan Academy
The Ranches

Senate District 14 – Sen. John Valentine

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lincoln Academy
Odyssey Charter School
Timpanogos Academy

Senate District 15 – Sen. Margaret Dayton

Freedom Academy
Noah Webster Academy
Utah County Academy of Sciences—UCAS

Senate District 16 – Sen. Curtis Bramble

Walden School of Liberal Arts

Senate District 17 – Sen. Peter Knudson

Thomas Edison Charter School – South

Senate District 18 – Sen. Jon J. Greiner

DaVinci Academy of Science and the Arts
Ogden Preparatory Academy

Senate District 20 – Sen. Scott K. Jenkins

Quest Academy
Venture Academy

Senate District 21 – Sen. Sheldon Killpack

North Davis Preparatory Academy
Northern Utah Academy for Math, Engineering, and Science—NUAMES
Syracuse Arts Academy

Senate District 23 – Sen. Dan Eastman

Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

Senate District 25 – Sen. Lyle Hillyard

Edith Bowen Laboratory School
Fast Forward High School
InTech Collegiate High School
Thomas Edison Charter School – North

Senate District 26 – Sen. Kevin T. Van Tassell

Soldier Hollow Charter School
Uintah River High School

Senate District 27 – Sen. Mike Dmitrich

Moab Charter School
Pinnacle Canyon Academy

Senate District 28 – Sen. Dennis E. Stowell

CBA Center
Gateway Preparatory Academy
SUCCESS Academy

Senate District 29 – Sen. John Hickman

George Washington Academy
Tuacahn High School for the Performing Arts

Charter School Distribution by Utah State Board of Education District – 2007-2008

District 1 – Teresa L. Theurer

Edith Bowen Laboratory School
Fast Forward
InTech Collegiate High School
Thomas Edison Charter School – North
Thomas Edison Charter School – South

District 2 – Greg W. Haws

DaVinci Academy of Science and the Arts
Northern Utah Academy for Math, Engineering and
Science—NUAMES
Ogden Preparatory Academy
Quest Academy
Venture Academy

District 3 – Richard Moss

American Leadership Academy
C.S. Lewis
Liberty Academy
Merit College Preparatory Academy
Ronald Reagan Academy

District 4 – Richard Sadler

Legacy Preparatory Academy
North Davis Preparatory Academy
Syracuse Arts Academy

District 5 – Kim R. Burningham

Spectrum Academy
Wasatch Peak Academy

District 6 – Michael Jensen

East Hollywood High School
Monticello Academy

District 7 – Randall Mackey

City Academy
Dual Immersion Academy
Guadalupe Charter School
Open Classroom Charter School
Salt Lake Arts Academy
Salt Lake Center for Science Education
Salt Lake High School for the Performing Arts

District 8 – Janet A. Cannon

Academy for Math, Engineering and Science—
AMES
Beehive Science and Technology Academy
Canyon Rim
Navigator Pointe Academy
Success Charter School

District 9 – Denis Morrill

Entheos Academy

District 10 – Laurel Brown

Paradigm High School
Utah Virtual Academy

District 11 – Bill Colbert

American Preparatory Academy
Channing Hall
Itineris Early College High School
North Star Academy
Providence Hall
Summit Academy

District 12 – Mark Cluff

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lakeview Academy
Lincoln Academy
Mountainville Academy
Odyssey Charter School
Renaissance Academy
Soldier Hollow Charter School
The Ranches Academy
Timpanogos Academy

District 13 – Tom Gregory

Freedom Academy
Noah Webster Academy
Utah County Academy of Sciences—UCAS
Walden School of Liberal Arts

District 14 – Dixie Allen

Moab Charter School
Pinnacle Canyon Academy
Uintah River High School

District 15 – Debra G. Roberts

CBA Center
Gateway Preparatory Academy
George Washington Academy
SUCCESS Academy
Tuacahn High School for the Performing Arts